DOCUMENT RESUME

ED 079 539 VT 020 751

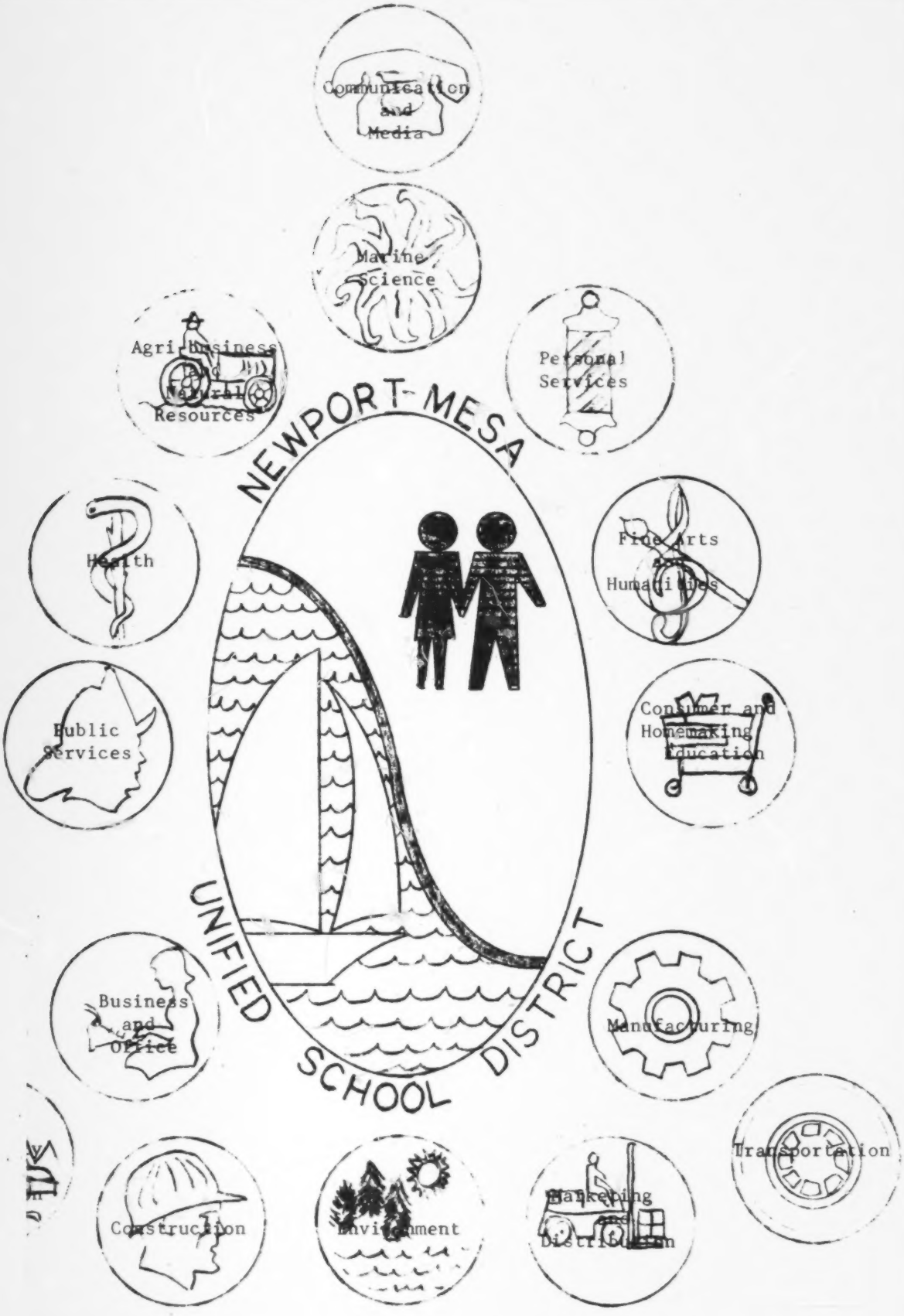
AUTHOR	Genovese, Sandra; And Others
TITLE	Establishing Guidelines for Career Education K-12: A Summer Project, 1972.
INSTITUTION	Newport-Mesa Unified School District, Newport Beach, Calif.
PUB DATE	72
NOTE	119p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Career Education; *Curriculum Development; *Developmental Programs; Elementary Grades; Job Training; Occupational Clusters; *Occupational Information; *Resource Guides; Secondary Grades; Summer Workshops; Vocational Development; Work Experience
IDENTIFIERS	*Newport Mesa Unified School District

ABSTRACT

This guide is the result of a workshop effort directed toward planning a strategy for implementing career education within the Mesa Unified School District. It was developed to assist teachers in becoming familiar with career education and acquainting them with the instructional resources available to them. Comprehensive in scope, the guide sets forth a format for the development and operation of career education programs from kindergarten through Grade 12. In keeping with its concern with helping individuals to discover their career needs, assess their vocational potentialities, implement vocational plans of action, develop their life purposes with alternatives, and realize their career goal, this career education plan proposes the implementation of developmental programs at four levels. By level, those component programs are: (1) career and self awareness (at the elementary level), (2) career orientation exploration (at the middle school level), (3) formulation of career plans (at the early high school level), and (4) career preparation and training (at the later high school level). Career alternatives are to be emphasized at all levels. Included are: (1) suggested activities for implementing the plans, (2) announcements of books and audiovisual materials with addresses of information sources listed, and (3) a list of suggested equipment for career centers. (Author/SN)

FILMED FROM BEST AVAILABLE COPY

ED 079539



CAREER EDUCATION K-12

VT 020 751

ED 079539

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL OPERATIONS DIVISION

Career Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A SUMMER PROJECT, 1972

ESTABLISHING GUIDELINES FOR CAREER EDUCATION K-12

Participating Resource Teachers:

Sandra Genovese	Bear Street Elementary School
Charles S. Gordon	McNally High School
Judith A. Jennings	Rea Intermediate School
David G. Price	Corona del Mar High School
Loren A. Schutz	TeWinkle Middle School

"Give me a fish and I eat for a day;
Teach me to fish and I eat for a lifetime."

Dr. John W. Nicoll
Superintendent

Dr. Norman R. Loats
Associate Superintendent

Leon C. Meeks
Coordinator, Career Education

TABLE OF CONTENTS

	Page
Project Overview	1
Definition and Goals of Career Education	2
Definition of Terms	3
Elements for Developing a Career Education Program	4
Design of Curriculum for Developing a Career Education Program	4
Statement of Goals K-12	5
Career Education Objectives K-12	6
Suggested Activities Related to Career Education K-12	11
Summary and Recommendations	14
Flow Chart for Career Development	15
Resources	16
Audio-Visual Materials Available in N-MUSD	17
Books Available in N-MUSD	19
Audio-Visual Materials Available in Orange County Film Library	21
Audio-Visual Materials	25
Suggested Student References--Hardbound	37
Suggested Student References--Paperbacks	38
Suggested Professional References	39
Suggested Hardware for a Career Center	42
Free and Inexpensive Materials	43
General Information on Materials	69

Resources (continued)

Testing Materials That May Be Applicable to Career Education Programs 77

Catalogs That May Be Used for Locating Testing Materials and Other Related Materials 78

APPENDIX 79

Career Clusters 80

Career Theories Presentation--Thomas Jacobsen, San Diego County Schools 81

Common Problems in Vocational and Career Counseling (Jacobsen) . . 82

Careers As They Relate to Subject Matter 88

The Counselor As a Career Information Resource Person to the Classroom Teacher--Robert J. Swan, California State College, Long Beach 105

Some Thoughts on Career Development--Robert J. Swan, California State College, Long Beach 108

Career Guidance Specialist Model--Robert J. Swan, California State College, Long Beach 111

Diagram 113

Where Are the Jobs for Everyone?--Morris Slurzberg 114

PROJECT OVERVIEW

Career Education is long overdue and now is receiving key recognition on the national, state and local levels. This much-needed emphasis should be integrated into all subject areas and grades of instruction - not as separate or additional courses of study.

It is felt that all students should be prepared for the work-a-day world upon completion of the twelfth grade. The District has deemed job entry saleable skills for all students as a major goal for a meaningful life.

This Career Education Model is designed as a guide for the K-12 grades of the Newport-Mesa Unified School District. The guide is the result of a work shop that had as its objective a plan for implementing career education within the District. It is meant to be an introduction and not a course of study on how to teach career education. For such a course of study more time and effort must be devoted.

DEFINITION AND GOALS OF

CAREER EDUCATION

DEFINITION OF CAREER EDUCATION

Career Education is defined as that inseparable aspect of the educational process that is concerned with helping individuals:

- discover their career needs
- assess their vocational potentialities
- implement vocational plans of action
- develop their life purposes with alternatives
- realize their career goal

GOALS OF CAREER EDUCATION

1. Career education is for all people.
2. Career education should prepare a student for a successful life in which employment plays a major role.
3. Career education should lower the barriers between education and work.
4. Career education should emphasize the student's natural ability.
5. Career education should equip the student to compete successfully in a changing society.
6. Career education should prepare the student with job-entry skills and provide continuing education opportunities.
7. Career education should allow the student options and alternatives in his future employment.
8. Career education should offer the student cultural and avocational experiences and opportunities.
9. Vocational education experiences can serve as a vehicle for teaching basic academic skills to those youth whose learning activities are less appropriate for highly abstract learning experiences.

DEFINITION OF TERMS

Career: A profession for which one trains.

Career Guidance Specialist: Certificated personnel trained to give occupational and career advisement; may or may not be credentialed counselors. These persons serve as resource consultants and career center coordinators. They research and gather career information for the career center.

C.R.O.P.: Coastline Regional Occupational Program.

D.O.T.: Dictionary of Occupational Titles.

Interest Surveys: Instruments which help students to identify their preferences in vocational and subject areas.

Job Clusters or Families: Occupations, trades or professions which have similar characteristics or for which training is related.

Job Entry Skills: Necessary to obtain first job.

Paraprofessional: (herein) A non-certificated employee.

Professional: A person employed in a career which is generally assumed to require a minimum of college degree or occupational specialization beyond the typical bachelor degree.

Vocation or Occupation: An activity in which one engages, or the work in which a person is regularly employed.

Work Experience: A course wherein students gain realistic work experience through part-time employment (on-the-job training) and related instruction.

Work Study: Special Education

World of Work: Generally divided into the following: 1) entry-level jobs, 2) specialized jobs, 3) technical jobs, 4) professional jobs.

ELEMENTS FOR DEVELOPING A CAREER EDUCATION PROGRAM

1. Develop a statement of philosophy.
2. Identify student needs.
3. Establish career education advisory committees.
4. Provide for staff orientation, recruitment, and inservice.
5. Provide career education K-12 in all schools.
6. Integrate career education as a part of the regular curriculum.
7. 100% student placement beyond high school
   - ... a job
   - ... a post secondary occupational education program
   - ... college or university program
8. Evaluation--continuous and on-going. Follow up after high school.
9. A commitment by the district to search out or provide funding for implementation.

DESIGN OF CURRICULUM FOR DEVELOPING A CAREER EDUCATION PROGRAM

1. Integrate academic and vocational learning by using vocational preparation as a vehicle for the learning of basic learning skills.
2. Expose the student to an understanding of the "real world" through a series of experiences which capitalizes on the desire of youth to investigate for himself.
3. Train the student in a core of exploratory skills related to a cluster of occupations rather than just those related to one specialized occupation.
4. Orient students to the attitudes and habits which go with successful job performance and successful living.
5. Provide a background for the prospective worker by helping him to understand how he fits within the economic and civic institutions of our country.
6. Make students aware that learning is life-oriented and that it does not stop with the exit from formal education.
7. Help students cope with a changing world of work through developing career strategies which can lead to an adequate level of income and responsibility.
8. Create within the student a sense of self-reliance and awareness which leads him to seek out appropriate careers with realistic aspiration levels.

STATEMENT OF GOALS
K - 12

The goals of career education K - 12 grades will be:

1.0 Career and personal (self) awareness

1.1 At the elementary level, career education will provide an opportunity for developing knowledge of various fields of employment. The goal is to develop in students an awareness of the personal and social values of work. Each student will be helped to develop self-awareness in relation to potential careers and an awareness of the spectrum of careers available to him. And further, the goal is to develop attitudes of respect and appreciation towards workers in all fields in the world of work.

2.0 Career orientation exploration

2.1 At the middle school, career education will provide students with opportunities to expand their awareness of self and the social values of work. Students will be encouraged to understand their capabilities and explore career clusters that most interest them individually.

3.0 Formulate career plans

3.1 At the early high-school level, students will relate their personal characteristics to occupational requirements. Through career guidance, occupational requirements will be directed to educational preparation and desirable training programs. Career training programs will be such that alternative goals will be a part of career plans.

4.0 Career preparation and training

4.1 At the later high-school level students will be provided with intensive preparation in a career objective of the student's choice. This preparation will assist in 1) job placement, 2) continuation of formal career training, 3) continuation into higher education.

Career alternatives will be emphasized at all levels.

CAREER EDUCATION OBJECTIVES K-12

1.0 Elementary School Level

1.1 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS

1.1.1 Knowledge of jobs

1.1.1.1 Know major ways in which occupations differ.
1.1.1.2 Knowledge that some occupations require more education or training than others.
1.1.1.3 Know that some jobs tend to become obsolete and new types of jobs are created due to sociological and technical changes.

1.1.2 Knowledge of jobs necessary to maintain the community and their dependency on each other

1.1.3 Group jobs according to similarity of job performances

1.2 THE STUDENT WILL DEMONSTRATE SELF AWARENESS

1.2.1 Rights and responsibilities of self within home and school

1.2.2 Relate mastery of educational skills to individual success

1.2.3 Relate individual strengths and weaknesses to career selection

1.2.3.1 Realize own strengths and limitations in physical skills, leisure time activities, home and school responsibilities, interpersonal relations.

1.3 THE STUDENT WILL DEMONSTRATE APPRECIATIONS AND ATTITUDES

1.3.1 Appreciation of all individuals in the home unit and school setting

1.3.2 Contributions of community members related to the student and others

1.3.3 How occupations relate to each other, compare individual occupations for various opportunities

1.4 THE STUDENT WILL DEMONSTRATE DECISION-MAKING ABILITIES

1.4.1 Awareness of cause and effect of personal decision-making

1.4.2 Importance of needs for goals in life-style decisions

1.4.3 Apply decision-making processes to home, school and social related situations

1.5 THE STUDENT WILL DEMONSTRATE ECONOMIC AWARENESS

1.5.1 Awareness of the exchange of goods and services

1.5.2 Demonstrate knowledge of our monetary system

1.5.3 Awareness of the law of supply and demand

1.6 THE STUDENT WILL DEMONSTRATE SKILL AWARENESS AND BEGINNING COMPETENCE

1.6.1 Different tools for different careers

1.6.2 Use of various tools and their effect on life-style

1.6.3 Master of some tools including tools for measurement

1.7 THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF EMPLOYABILITY SKILLS

1.7.1 Ability to develop rules with others, accept direction and take responsibility

1.7.2 Active group participation to develop individual and group goals

1.7.3 Relate school environment to society at large and the need for structure and order

1.8 THE STUDENT WILL DEMONSTRATE EDUCATIONAL AWARENESS

1.8.1 Knowledge of roles in the home and similar roles in the school

1.8.2 Relate basic skill development to life roles within the community

1.8.3 Individual strengths and weaknesses as related to peer group

2.0 Middle School Level

2.1 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS

2.1.1 The relationship of attitudes, values and abilities to career clusters

2.1.2 Relationship between career clusters and the student's interests, values and abilities

2.2 THE STUDENT WILL DEMONSTRATE SELF AWARENESS

2.2.1 Career choices as related to the student's interests and abilities

2.2.2 Self perception of abilities and interests as related to actual career cluster requirements

2.3 THE STUDENT WILL DEMONSTRATE APPRECIATIONS AND ATTITUDES

2.3.1 Appreciation of all forms of human endeavor related to career clusters

2.3.2 Understand the impact of work in one's life and the need to make a meaningful career choice

2.4 THE STUDENT WILL DEMONSTRATE DECISION-MAKING ABILITIES

2.4.1 Weigh long- and short-range effects of different alternatives to specific problems

2.4.2 Decision-making process applied to study of careers

2.5 THE STUDENT WILL DEMONSTRATE ECONOMIC AWARENESS

2.5.1 Develop the concept of management of finances (earnings, spending, borrowing, saving)

2.5.2 Economic potential related to career clusters, i.e., relate cost of entering a field to future expected income

2.6 THE STUDENT WILL DEMONSTRATE SKILL AWARENESS AND BEGINNING COMPETENCE

2.6.1 Mastery of research skills. Understand use of tools in homemaking, crafts and industrial acts

2.6.2 Mastery of tools used in homemaking, crafts and industrial arts

2.7 THE STUDENT WILL DEMONSTRATE EMPLOYABILITY SKILLS

2.7.1 Relate social and personal interaction to employment

2.7.2 Relate personal and social interaction to career clusters

2.8 THE STUDENT WILL DEMONSTRATE EDUCATIONAL AWARENESS

2.8.1 Identify and understand values as they relate to life-styles

2.8.2 Identify present life-style and conditions determining that style

3.0 High School Level

3.1 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS

3.1.1 Based on understanding of interests, values and abilities, study career clusters

3.1.2 In-depth exploration of one career cluster based on interests, values and abilities

3.1.3 Re-assess abilities, interests and attitudes according to selected career and life-style. Determine further requirements needed.

3.2 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS

3.2.1 Reality awareness of where I am compared to where I want to be

3.2.2 Relate personal values and influence of others' values on career choice. Have a plan to modify and/or accept differences between these values.

3.2.3 Self-confidence in anticipated career choice

3.3 THE STUDENT WILL DEMONSTRATE APPRECIATION AND ATTITUDES

3.3.1 Relate attitudes and awareness to specific job clusters

3.3.2 Appreciation of need for all careers and their importance to society

3.3.3 Involvement in specific tasks within chosen job clusters to develop awareness of skills required

3.4 THE STUDENT WILL DEMONSTRATE DECISION-MAKING ABILITIES

3.4.1 Formulate plan for in-depth study of three career clusters

3.4.2 Selection of one career cluster for in-depth analysis

3.4.3 Personal identification of a tentative career. Career decisions are flexible at a cost of time, effort and money.

3.5 THE STUDENT WILL DEMONSTRATE ECONOMIC AWARENESS

3.5.1 Read and interpret tables, graphs and charts used as a consumer

3.5.2 Relate legal and financial consideration to career clusters in general and to a specific career cluster

3.5.3 Financial and legal instruments that govern and protect the worker. Relate this to various roles assumed in the economy.

3.6 THE STUDENT WILL DEMONSTRATE SKILL AWARENESS AND BEGINNING COMPETENCE

3.6.1 Match abilities and interests with skills and processes needed in career clusters

3.6.2 Develop skills basic to the chosen career cluster

3.6.3 Mastery of skills basic to chosen career cluster or develop skills related to a specific job

3.7 THE STUDENT WILL DEMONSTRATE EMPLOYABILITY SKILLS

3.7.1 Identify and demonstrate how to get a job

3.7.2 Personal and social interaction skills related to in-depth study of one career cluster

3.7.3 Employability skills necessary for the anticipated job

3.7.4 Plan at least three alternatives for job placement

3.8 THE STUDENT WILL DEMONSTRATE EDUCATIONAL AWARENESS

3.8.1 Specific skills needed for predicted or desired life-style

3.8.2 Tentative personal program and schedule to gain necessary or desired special skills. Assess and implement plan to obtain necessary or required skills.

3.8.3 Necessary skills remaining to be acquired for chosen life-style

SUGGESTED ACTIVITIES RELATED TO CAREER EDUCATION K-12

1. Bring in speakers from community to talk to class about their jobs.
2. Have students interview their parents and report what they do in their jobs. (Stress interviewing techniques.) Possible follow-up with parent talking to class, bringing in some tools of their trade where possible.
3. Have different workers around school talk about jobs (nurse, custodian, secretary, cafeteria.)
4. Role-play different occupations by working with tools of trade (i.e. plumber: connect pipes with wrenches; secretary: keep records, file, type if possible.)
5. Upper-grade students with hobbies explain to other students.
6. Students with part-time jobs (paper routes, baby-sitting, cafeteria work, yard work) talk to students about jobs: tasks, earnings, time, etc.
7. Students write résumé of skills (yard work, baby-sitting, ironing, etc.) Encourage them to sell skills around neighborhood.
8. Students make chart putting related jobs into families and discuss.
9. Write class newspaper with committees for different jobs. Have each committee explain job to others.
10. Debates.
11. Use of all types of audio-visual materials.
12. Games (student-made, teacher-made or commercial career game, i.e. Careers Life Game.)
13. Individual study or research.
14. Act out word problems in math.
15. Scrapbooks or notebooks.
16. Special classes in occupations.
17. Courses such as personality development which include special units on occupations.
18. Through regular classrooms, English, social studies, industrial education, home economics can be particularly helpful in presenting opportunities to young people to study occupations through themes, special writing assignments, autobiographies, term papers and other reports.
19. Assembly programs.
20. Charts prepared by teachers (of various subject matter fields) portraying occupational opportunities in their field.
21. Home room programs devoting time to the discussion of vocations and career problems.
22. Encouraging independent reading of biographies of great men who have been successful in various vocational fields and providing lists of books and novels which have a vocational emphasis. Teachers in the various subject matter fields could be encouraged to compile such lists.
23. The organization of a vocational club, to discuss various occupations and other projects.
24. Preparing news stories for the school paper. Both students and teachers can be enlisted for this project.
25. Encouraging teachers in the various subject matter fields to devote time to the discussion of their vocational field in their classes.
26. Encouraging the student to seek his own information through correspondence with people who have achieved success in the field he is considering.

27. Helping students become familiar with the various professional services such as SRA, Bellman Vocational Services, Careers Inc., Doubleday Multi-Media and Chronicle Guidance Publications, and the services they have to display.
28. Library displays.
29. Making provisions for students to attend conferences which have a vocational theme.
30. Scheduling discussion groups to discuss various vocational problems of interest to young people.
31. Making use of hobby clubs to encourage young people to try out various skills which may lead to a vocational interest.
32. Arrange for interested students to take tests, in addition to the regular school testing program, which may give them more information about what interests, skills, abilities and personality characteristics they possess.
33. Supervised visits to various industries so students will have an opportunity to observe workers at work on various jobs. When possible, making arrangements for students to talk with men and women who work in their particular interest field.
34. Supervised visits to institutions offering training programs in various job fields.
35. Assigned readings in various trade and professional journals.
36. Supervised part-time and summer work experiences to acquire skills and first-hand information about working conditions, training experiences and job "try-out."
37. Arranging for discussions, conference and panel discussions of health, social and personality characteristics required by various jobs.
38. Arranging extracurricular activity programs to assimilate actual job conditions.
39. Providing posters, filmstrips, motion pictures and other displays on a continuous basis throughout the school year to give students information about jobs and training opportunities available to them.
40. Arrangement for a special emphasis bulletin board where students can go to get up-to-date information concerning the world of work. This bulletin board should be centrally located and changed at least once each week.
41. Charts, graphs and posters are valuable visual aids for the counselor to use.
42. Sponsored radio and television programs in which both students and teachers can participate. In some instances counselors have regular programs. Parents can also be used for such programs.
43. A regular newsletter service for students and parents which emphasize important vocational information.
44. The use of opaque and transparency projectors to present information in classes and parent-teacher groups.
45. "Go to College Programs" where representatives from various colleges are invited to give information about their college.
46. Supervised visits to colleges, universities, business firms and industrial institutions having training programs.
47. Supplying information in the form of catalogs and other literature about colleges, universities, trade schools, correspondence schools, the armed service schools, apprenticeship programs and other training institutions. Such information should be in all school libraries and available for all students.
48. Arrange for interviews with teachers and trainees in selected fields of work.

49. Arrange "job analysis" assignments in particular fields of work.
50. Encourage students to make job scrapbooks.
51. Specialized assignments in various classes of the curriculum which assimilate various types of training and educational experiences.
52. Special instruction and demonstrations in classes and group guidance program on how to secure a job, including an objective analysis of abilities and limitations.
53. Participation in vocational clinics and vocational forums emphasizing steps in choosing a job, preparing for the job chosen, breaking in on-the-job and making progress on-the-job.
54. Providing a program to keep the student continually informed of vocational opportunities through school "current event" classes.
55. Sponsor essay contests or public speaking classes with prizes which have a vocational emphasis.
56. Providing individual counseling. This is the heart of the information program as it is in other aspects of the guidance program.
57. Acquaint all advisors and counselors with various government publications and their use, especially the Dictionary of Occupational Titles.
58. Keep up to date on all films, filmstrips and instructional television presentation which will supplement your school's occupational files.
59. Utilize the VIEW system as well as other occupational materials by making it available to teachers for use with their regular classroom activities.
60. Begin a "career of the month" program, possibly starting with "business careers of the month" in September and concluding the year with "fine arts career of the month."
61. Work closely with the local offices of the Department of Human Resources Development, Youth Opportunity Center, by making appropriate referrals to them and by utilizing the materials and resources available from them.
62. Keep current a list and description of all local vocational training opportunities available to students.
63. Encourage students to avail themselves of any appropriate special activities designed to assist them in their vocational development (e.g., Work Experience, R.O.P. training programs.)
64. Initiate a vocational guidance committee composed of counselors, teachers, and students to put into action as many of these suggestions as possible.
65. Make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)
66. Analyze newspaper ads for discussion of jobs available for men and women. (Discuss tradition and new social trends.)
67. Plan a hobby show and follow it with a discussion of related occupations. (Real adults would bring out credibility.)
68. Read through the Yellow Pages to seek out the many different types of jobs available in the community.
69. Write "What I want to be when I grow up."
70. Play "What's My Line" game with "real" adults or make-believe roles.
71. Plan, implement and analyze money-making activities.
72. Prepare a slide program on community resources.
73. Organize a World of Work Fair for the entire school.
74. Construct a model community illustrating interdependence of work roles.

SUMMARY AND RECOMMENDATIONS

The foremost educational movement in recent years which has received universal backing and support from the president down to local taxpayers has been the Career Education concept--a program which promises to make learning more meaningful and an exciting tool for use in teaching phases of all subject matter.

While it is obvious that present-day curriculum has little room for adding new subjects, the strength of the Career Education movement lies in its flexibility for relating to departmental subject fields, without substituting for another curricular offering.

Many mandated programs in the past have failed due to lack of financial support. Career Education is blessed with legislative and business-world backing and due to this support promises to become the biggest educational movement of the century.

Education for too many years has been primarily slanted toward college preparatory programs, with so-called non-academic preparation becoming labeled "second-class" curriculum. Today we need to recognize the worth of all careers as important elements in our society.

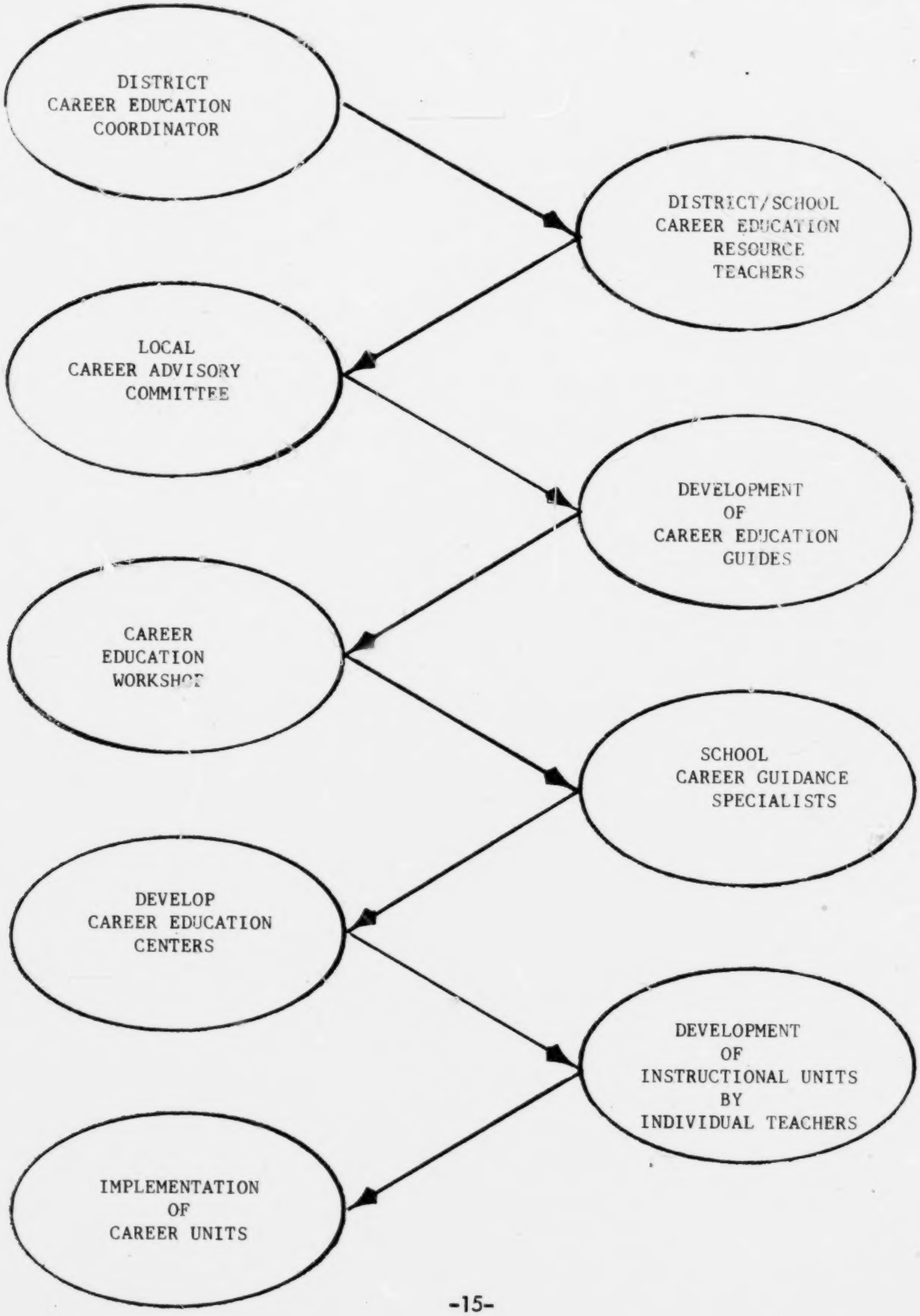
The implementation of this concept is not viewed as a minor problem. Extensive in-service education, training and preparation will be necessary to promote the Career concept, develop teaching materials, and to integrate the units into regular subject matter.

A major factor for full implementation would be the provision of funding to participating schools for developing careers centers, re-training teachers, setting up curriculum writing workshops and for purchasing equipment and supplies. Some of the desirable personnel for a strong program would be a coordinator, resource teachers, Career Guidance Specialists and paraprofessional aides.

Further development and expansion of the work-study or work experience program is an important element necessary to the success of the Career Education movement. Although the Coastline Regional Occupational Program (C.R.O.P.) and the Work-Experience programs have some elements in common, each is a phase of Career Education serving district functions. Any expansion of the Careers movement would indicate that the strengthening of these programs would be a high-priority item.

The program or guide which is presented here is merely an introduction to the Career Education Concept, and should not be presumed to be a course of study. (These should be developed by curriculum workshops at the school and district levels.) The flow chart which follows indicates our suggested priorities.

FLOW CHART FOR CAREER DEVELOPMENT


DISTRICT CAREER EDUCATION COORDINATOR
DISTRICT/SCHOOL CAREER EDUCATION RESOURCE TEACHERS
LOCAL CAREER ADVISORY COMMITTEE
DEVELOPMENT OF CAREER EDUCATION GUIDES
CAREER EDUCATION WORKSHOP
SCHOOL CAREER GUIDANCE SPECIALISTS
DEVELOP CAREER EDUCATION CENTERS
DEVELOPMENT OF INSTRUCTIONAL UNITS BY INDIVIDUAL TEACHERS
IMPLEMENTATION OF CAREER UNITS

RESOURCES

	Page
Available in the Newport-Mesa Unified School District	
Audio-Visual	17
Books	19
Available in Orange County Film Library (Audio-Visual)	21
Audio-Visual Materials	25
References	
Student	37
Professional	39
Hardware for a Career Center	42
Free or Inexpensive Materials	43
General Information on Materials	69
Testing Materials	77
Catalogs for Use in Locating Testing Materials and Other Related Materials	78

AVAILABLE IN NEWPORT-MESA SCHOOL DISTRICT
CURRICULUM LAB
(AUDIO-VISUAL)

16 MM FILMS

(Grade 6 to adult)

Applying for a Job
Choosing a Job
Communicating with the Public
Getting a Promotion
Marine Biologist
Working Together

(due Fall 1972) (Doubleday Career Film Series)

Agri-business
Clerical
Communications
Construction
Education
General Services
Government Services
Health Services
Leisure Activities
Making a Choice
Mechanical
Sales
Technicians

Job Orientation Series:
Applying for a Job
Cooks, Chefs and Related Occupations
Jobs in Cosmetology
Jobs in Drafting
Jobs in Health
Jobs in Small and Major Electric Appliance Repair
Jobs in the Automotive Trades
Jobs in the Baking Industry
Jobs in the Sheet Metal Trades
Job Opportunities in Hotels and Motels
Opportunities in Clerical Work
Opportunities in Sales and Merchandising
Opportunities in Welding

S2-180	Jobs for the 70's	Gr. 9-12	(slides)
FSS-14	Developing Basic Values	Gr. 3-8	(sound filmstrips)
FSS-76	Getting the News: The Associated Press at Work	Gr. 2-8	(record & filmstrips)
FS 0023-0028	Good Manners Series	Gr. K-3	(filmstrips)

AVAILABLE IN NEWPORT-MESA SCHOOL DISTRICT
CURRICULUM LAB
(AUDIO-VISUAL)

FS 0029-0034	Guidance Stories	Gr. K-3	(filmstrips)
FSS-229	It's Your Future	Gr. 9-12	(filmstrips & cassettes)
FSS-12	Learning To Live Together Part I	Gr. 3-8	(sound filmstrips)
FSS-13	Learning To Live Together Part II	Gr. 3-8	(sound filmstrips)
FSS-236	Out of the Mainstream	Gr. 7-12	(six filmstrips & six cassettes)

WOLLENSAK TEACHING TAPES (CASSETTES)

C-5100	The Policeman and His Work	Gr. 1-3
C-5102	The Mailman and His Work	Gr. 1-3
C-5103	The Fireman and His Work	Gr. 1-3
C-5104	Let's Meet the Doctor	Gr. 1-3
C-5105	Let's Meet the Nurse	Gr. 1-3
C-5106	Let's Meet the Teacher	Gr. 1-3

NOTE: Fall 1972 Catalog will list career materials under the heading: Occupations And Vocational Guidance.

AVAILABLE IN NEWPORT-MESA SCHOOL DISTRICT
DISTRICT LIBRARY
(BOOKS)

A CAREER IN MEDICAL RESEARCH, Colman; illus. 1968
CAREERS FOR TOMORROW Series, Fon W. Boardman, Jr., General Editor; Henry Z. Walck, Inc. 1962 New York $3.75
- CAREERS IN ACCOUNTING
- CAREERS IN AIRLINES OPERATION
- CAREERS IN BIOLOGICAL SCIENCE
- CAREERS IN BUILDING TRADES
- CAREERS IN BUSINESS MANAGEMENT
- CAREERS IN ENGINEERING
- CAREERS IN FOREIGN LANGUAGE
- CAREERS IN GOVERNMENT
- CAREERS IN LIBRARY
- CAREERS IN PROTECTIVE SERVICES
- CAREERS IN SCHOOL TEACHING
- CAREERS IN SOCIAL SCIENTIST
- CAREERS IN SOCIAL SERVICES

CAREERS IN DATA PROCESSING, Englebaidt
CAREERS IN SOCIAL SERVICE, Gay; illus. 1969
CAREERS & OPPORTUNITIES IN PHYSICS, Pollach; 6+
CAREERS & OPPORTUNITIES IN RETAILING, Wilinsky
Community Helper Books, G. P. Putnam's Sons; Grades 2 up

I KNOW AN AIRLINE PILOT	Stanek
I KNOW A BAKER	Iritani
I KNOW A BANK TELLER	Williams
I KNOW A FIREMAN	Williams
I KNOW A GARAGEMAN	Williams
I KNOW A GROCER	Henriod
I KNOW A HOUSEBUILDER	Bolian & Schina
I KNOW A LIBRARIAN	Voight
I KNOW A NURSE	Bolian & Schina
I KNOW A POLICEMAN	Williams
I KNOW A POSTMAN	Henriod
I KNOW A TEACHER	Buckheimer
I KNOW A ZOOKEEPER	Henriod

"I WANT TO BE" Books, (Follett Library); Grades 2 up
- I WANT TO BE AN AIRPLANE HOSTESS
- I WANT TO BE AN ANIMAL DOCTOR
- I WANT TO BE A BAKER
- I WANT TO BE A BALLET DANCER
- I WANT TO BE A BASEBALL PLAYER
- I WANT TO BE A BUS DRIVER
- I WANT TO BE A CARPENTER
- I WANT TO BE A COAL MINER
- I WANT TO BE A COWBOY
- I WANT TO BE A DENTIST
- I WANT TO BE A DOCTOR
- I WANT TO BE A FARMER
- I WANT TO BE A FIREMAN

AVAILABLE IN NEWPORT-MESA SCHOOL DISTRICT
DISTRICT LIBRARY
(BOOKS)

I WANT TO BE A FISHERMAN
I WANT TO BE A FORESTER
I WANT TO BE A HOMEMAKER
I WANT TO BE A LIBRARIAN
I WANT TO BE A MECHANIC
I WANT TO BE A MUSICIAN
I WANT TO BE A NEWS REPORTER
I WANT TO BE A NURSE
I WANT TO BE A PILOT
I WANT TO BE A POLICEMAN
I WANT TO BE A POSTMAN
I WANT TO BE A RESTAURANT OWNER
I WANT TO BE A ROAD BUILDER
I WANT TO BE A SALES CLERK
I WANT TO BE A SCIENTIST
I WANT TO BE A SECRETARY
I WANT TO BE A SHIP CAPTAIN
I WANT TO BE A SPACE PILOT
I WANT TO BE A STOREKEEPER
I WANT TO BE A TAXI DRIVER
I WANT TO BE A TEACHER
I WANT TO BE A TELEPHONE OPERATOR
I WANT TO BE A TRAIN ENGINEER
I WANT TO BE A TRUCK DRIVER
I WANT TO BE A ZOO KEEPER

I, THE LAWYER, Kutner
I WANT TO BE AN ARCHITECT, Baker
I WANT TO BE A BEAUTY OPERATOR, Baker
LET'S MEET THE CHEMIST, Greene
SHELBY GOES TO WALL STREET, Braude
TEENAGE HALL OF FAME, Rhodes
THE HEART EXPLORERS, Simon; 6+
THE ZOO WAS MY WORLD, Young; 4+
YEA, COACH! THREE GREAT FOOTBALL COACHES, Van Riper; 4+
YOU AND THE NEXT DECADE, Paradis; 7-12
YOUR CAREER IN THE AEROSPACE INDUSTRY, Boyd; 6+
YOUR CAREER IN TRANSPORTATION, Liston
YOUR FUTURE IN AGRICULTURE, Hutchison
YOUR FUTURE IN BANKING, Boynton
YOUR FUTURE IN THE FEDERAL GOVERNMENT, Gould; illus. 1962
YOUR FUTURE IN FORESTRY, Hanaburgh; 1961
YOUR FUTURE IN INSURANCE, Kedzie; 7-9
YOUR FUTURE IN INTERIOR DESIGN, Greer; 1963

AVAILABLE IN ORANGE COUNTY FILM LIBRARY
AUDIO-VISUAL MATERIALS

FILMS

Description	Gr. Level	Cat. #
Acts of Courtesy	4-6	F187
Aptitudes & Occupations	9-12	F2083
Beginning Responsibility: Being A Good Sport	1-4	F2288
Beginning Responsibility: Doing Things For Ourselves in School	1-3	F37
Beginning Responsibility: Rules At School	1-3	F1068
Camera & Careers	7-12	F5451
Careers: Agri-business	9-12	F1197
Careers: Clerical		
Careers: Construction	9-12	F1221
Careers: Education		F1220
Careers: General Services	9-12	F1222
Careers: Government Services	9-12	F1223
Careers: Health Services		
Careers: Leisure Industries		F1224
Careers: Mechanics		
Careers: Sales	9-12	F1201
Careers in Cosmotology	7-12	F3307
Careers in Mathematics	7-12	F5149
Choosing Your Occupation	9-Adult	F468
Decision	8-12	F3322
Developing Leadership	7-12	F410
Expanding Horizons	7-12	F5866
Finding the Right Job	9-Adult	F411
Finding Your Life's Work	7-12	F2004
Getting a Job	7-12	F2286
Good Citizens	1-3	F10
Growing Up Day by Day	3-5	F927
How to Investigate Vocations	9-Adult	F798
Improve Your Personality	9-12	F840
Job Interview-Three Young Men	7-12	F3277
Job Interview-Three Young Women	7-12	F3278
Jobs in Atomic Energy	7-12	F757
Journalism	7-12	F185
Listen, Listen	7-12	F3524
Losers, Weepers	7-12	F5804
Manners in Public	3-5	F69
Newspaper Careers	7-12	F3497
Not by Chance	9-Adult	F5046
Our Family Works Together	2-4	F117
Personal Qualities for Job Success	9-Adult	F311
Planning Your Career	9-Adult	F2285
Responsibility	8-12	F2253
Salesmanship-Career Opportunities	7-12	F3243

AVAILABLE IN ORANGE COUNTY FILM LIBRARY
AUDIO-VISUAL MATERIALS

FILMS (continued)

Description	Gr. Level	Cat. #
Story of Dentistry	6-12	F3050
Technology and You	7-12	F2569
The Dropout	9-12	F1039
The Modern Chemist	7-12	F2921
We Play & Share Together	2-4	F581
What Should I Do-The Fight	1-5	F1215
What Should I Do-The Game	1-5	F1216
What Should I Do-The Lunch Money	1-3	F1239
What Should I Do-The New Girl	1-3	F1240
What Should I Do-The Project	1-3	F1241
What Will Kevin Do-Responsibility vs. Preference	4-6	F1226
Why Study Industrial Arts	7-12	F719
Why Study Science	6-12	F854
Words of Courtesy	6-8	F186
Your Career As a Secretary	7-12	F5712
Your Career As an Electronics Technician	7-12	F5711
Your Career in Aeronautical Engineering	7-12	F5709
Your Career in Law	7-12	F5710
Your Career in Nursing	7-12	F5713
Your Job: Applying for It	9-12	F2360
Your Job: Finding the Right One	9-12	F2437
Your Job: Fitting In	9-12	F2451
Your Job: Getting Ahead	9-12	F2491
Your Job: You and Your Boss	9-12	F2520

8 MM FILM LOOPS

Air Conditioning & Refrigeration Mechanics	FL1119
Airplane Mechanics	FL1120
All-Round Machinists	FL1121
Appliance Servicemen	FL1122
Assembly Occupations-Electronics	FL1123
Automobile Mechanics	FL1124
Automotive Body Repairmen	FL1125
Bricklayers	FL1126
Carpenters	FL1127
Cement Masons	FL1128
Cooks & Chefs	FL1129
Cosmetologists	FL1130
Customer Service Occupations	FL1131
Dental Assistants	FL1132
Dental Hygienists	FL1133
Dental Laboratory Technicians	FL1134

AVAILABLE IN ORANGE COUNTY FILM LIBRARY
AUDIO-VISUAL MATERIALS

8 MM FILM LOOPS (continued)

Description	Gr. Level	Cat. #
Dispensing Opticians & Optical Laboratory Mechanics		FL1135
Electricians		FL1136
Firefighters		FL1137
Forestry Aids		FL1138
Gasoline Service Station Attendants		FL1139
Glaziers		FL1140
Let's Talk About Series		FL1599-FL1608
Licensed Practical Nurses		FL1141
Linemen & Cable Splicers		FL1142
Local Transit Bus Drivers		FL1143
Local Truck Drivers		FL1144
Machining Occupations-Electronics		FL1145
Mail Carriers		FL1146
Medical Laboratory Technologists		FL1147
Operating Engineers		FL1148
Over the Road Truck Drivers		FL1149
Painters & Paperhangers		FL1150
Photographers		FL1151
Plumbers & Pipefitters		FL1152
Policeman & Policewoman		FL1153
PostalClerks		FL1154
Registered Professional Nurses		FL1155
Salesmen & Saleswomen in Retail Stores		FL1157
Sheet Metal Workers		FL1158
Stewardesses		FL1159
Surveyors		FL1160
Telephone & PBX Installers & Repairmen		FL1161
Telephone Craftsmen		FL1162
Television & Radic Service Technicians		FL1163
Transmissions & Distribution Occupations		FL1164
Truck Mechanics & Bus Mechanics		FL1165
Understanding Ourselves & Others		FL1534-FL1538
Values in Action Series		FL629-FL637
Vending Machine Mechanics		FL1166
Waiters & Waitresses		FL1167
Welders-Oxygen & Arc Cutters		FL1168

SOUND 8 MM FILM LOOPS

We Make Choices	2-4	FLS1185
What Will Bernard Do	4-8	FLS5263
What Will Christy Do	4-8	FLS1225

AVAILABLE IN ORANGE COUNTY FILM LIBRARY
AUDIO-VISUAL MATERIALS

SOUND 8 MM FILM LOOPS (continued)

Description	Gr. Level	Cat. #
What Will Jonathan Do	4-8	FLS5264
What Will Kathy Do	4-8	FLS5265
What Will Kevin Do	4-8	FLS1226
What Will Linda Do	4-8	FLS5266
What Will Patty Do	4-8	FLS5267
What Will Pete Do	4-8	FLS5268
What Will Skip Do	4-8	FLS5269
What Will Ted Do	4-8	FLS5270

MAGNETIC TAPES

Description	Time	Cat. #
Are You Worth It?	15 min.	MT 78
Can You Land the Job?	15 min.	MT 77
Let's Look at Jobs	15 min.	MT 74
Open & Closed Doors	15 min.	MT 75
You Take It from Here	15 min.	MT 79
Yourself & Your Job	15 min.	MT 76

AUDIO-VISUAL MATERIALS

AIMS INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028

(Grades 7-12)

Library of 40 Career Counseling Films

Examples: Is a Career in Agri-Business for You?
Is a Career in the Apparel Industry for You?
Is a Career in Banking for You?
Is a Career in Forestry or Fishing for You?
Is a Career in Management for You?
Is a Career in the Performing Arts for You?
Is a Sales Career for You?

Per title: $190.00 each

(Grades 6-12)

Vocational and Industrial Arts Education Film Series
Films describing metal and wood shop operations

Price from $115.00

BOWMAN, 622 Rodier Drive, Glendale, California 91201

(Grades 7-12)

A Direction for Tomorrow — Multi-media Kits and Handbook
Age of Electronics
Cabbages to Kings & Various Things
Compassion for People
Jobs for the Now Generation
Man Has Wings
Money Tree, The
Nation's Builders

Each kit includes: six filmstrips, three records or cassettes, consumable working materials

Price: Each kit (record): $59.49
(cassette): $65.49
Total (seven kits) Record: $374.79 Cassette: $412.59

BUREAU OF MINES, U. S. Department of the Interior, Washington, D. C. 20240

Available films and local distributing centers

CAHILL (Charles) AND ASSOCIATES--See CHARLES CAHILL AND ASSOCIATES.

CENTRON EDUCATIONAL FILMS, 1621 West Ninth Street, Lawrence, Kansas 66044

(Grades 6-12)

Dialectics of a Dropout Cost: $110.00

Jobs in the City (including separate films on construction, manufacturing, services, women at work) Cost: $120.00

(Grades 7-12)

The Day That Sang and Cried Cost: $350.00

(Grades 1-12)

What Ecologists Do Cost: $210.00

CHARLES CAHILL AND ASSOCIATES, P.O. Box 1010, Hollywood, California 90028

(Grades 7-12)

Are You Ready for a Job?	Film: $125.00
Going Places	Film: $125.00
I Never Went Back	Film: $125.00

CORONET FILMS FOR EDUCATION, 65 East South Water Street, Chicago, Illinois 60601

(Grades 4-8)

Am I Dependable?	b/w $65.00	color $130.00
Developing Responsibility	b/w $65.00	color $130.00

(Grades 6-12)

Odyssey of a Dropout	b/w $65.00	color $130.00

(Grades 8-12)

Your Job: Finding the Right One	b/w $81.25	color $162.50

(Grades 9-12)

Your Job: Applying for It	b/w $81.25	color $162.50
Your Job: Fitting In	b/w $97.50	color $195.00
Your Job: Getting Ahead	b/w $97.50	color $195.00
Your Job: Good Work Habits	b/w $81.25	color $162.50
Your Job: You and Your Boss	b/w $97.50	color $195.00

DAY, JOHN--See JOHN DAY.

EDUCATIONAL RESOURCES, INC., P.O. Box 353, Old Chelsea Station, New York, New York 10011

(Grades 8-12)

World of Work 2

"Getting a Job" Series

Twelve tape cassettes, student booklets, guide
Incl: Job interviewers, Application forms, Selling yourself, etc.
(Follow-up tapes for discussion--"How Did You Do?" etc.)
Complete set w/tape player: $156.00
Less tape player: $131.00

"On the Job" Series

Twenty tape cassettes, booklets, guide
Incl: First Few Days, Excuses, Don't Blow Your Cool, Giving Notice, etc.
(Discussion tapes include Advice from a New Co-worker, The Coffee Break.)
Complete set w/tape player: $254.50
Less tape player: $229.50

ENCYCLOPEDIA BRITANNICA, 2494 Teagarden Street, San Leandro, California 94577

(Grades 1-5)

Guidance Stories Series

New Friends--Good Friends
One Kind of Bravery
Playing Fair
Sharing with Others
Sticking to Your Job
Taking Care of Your Things

Filmstrips, box of six: $36.00
Individual: $6.00

(continued)

ENCYCLOPEDIA BRITANNICA (continued)

(Grades 5-9)

Developing Your Personality Series

- Enjoying Today
- Leaders and Followers
- More Than One Friend
- Promises Are Made to Keep
- Thinking for Yourself
- Trying New Things

Series of six filmstrips: $36.00
Individual, $6.00

(Grades K-4)

Films:

City Bus Driver	b/w	$70.00	color	$135.00
The Fireman	b/w	$70.00	color	$135.00
The Mailman	b/w	$70.00	color	$135.00
The Policeman	b/w	$102.50	color	$200.00
Truck Driver	b/w	$102.50	color	$200.00

(Grades 3-8)

Films:

Are Manners Important?	$70.00

(Grades 6-12)

Films:

Belonging to the Group	$102.50
Getting a Job	$102.50
The Importance of Selling	$135.00
Planning Your Career	$102.50
Working Together (A Case History in Labor-Management Cooperation)	$135.00

(Grades 9-12)

Films:

You Can Go a Long Way	$135.00

Film Loops

Job Opportunities Pamphlet available includes following occupations:

- Communication
- Conservation
- Driving
- Government
- Health Service
- Machinists
- Manufacturing
- Mechanical
- Public Utilities
- Sales
- Service
- Skilled & Manual Occupations
- Transportation

EYE-GATE HOUSE, INC., 1824 Marapata Drive, Corona del Mar, California 92625

(Grades 6-12)

The A.B.C.'s of Getting and Keeping a Job

Eight sound filmstrips

e.g., Applying for the Job You Want, Labor Unions

Ancient Crafts - Modern Times

Six sound filmstrips on contemporary craftsmen of ancient skills

e.g., pottery, graphics, textiles

Are You Looking Ahead? $66.00

Ten captioned filmstrips

e.g., Would You Like to Sell? How About Office Work?

Careers in Aerospace $111.00

Twelve sound filmstrips

e.g., Air freight agent, flight engineer

117 Occupations Education $73.50

Nine sound filmstrips

Unskilled and semi-skilled

e.g., gas station attendant, job interview

The World of Work: Vocational Opportunities

Fourteen sound filmstrips

On-the-job approach

e.g., Sheet metal worker, automotive sales

(Grades K-8)

My Mother Has a Job

Advertising Agency, Retail Clerk, Nurse, Teacher, Commercial Artist, Factory Worker

Complete set (6 filmstrips w/cassettes): $72.00

Individual filmstrips: $7.00 Individual cassettes: $5.50

Our Neighborhood Workers Series

Baker
Banker
Butcher
Dairyman
Fruit and Vegetable Store
Neighborhood Laundry
Shoemaker
Tailor
Watch Maker and Jeweler

Complete set (9 filmstrips w/cassettes): $73.50

Individual filmstrips: $6.00 Individual cassettes: $5.50

Some Neighborhood Helpers Series

Neighborhood Automobile Service Station
Neighborhood Barber
Neighborhood Beautician
Neighborhood Doctor
Neighborhood Fish Store
Neighborhood Newspaper Store
Neighborhood Nurse
Neighborhood Optometrist
Neighborhood Pharmacist

Nine filmstrips: $48.50

Individual: $6.00

(continued)

EYE-GATE HOUSE, INC. (continued)

(Grades K-8)

Workers for the Public Welfare Series

Incl.: Police, fire, post office, education, social service, sanitation, transportation, recreation

Complete set--9 filmstrips: $48.50

Individual: $6.00

GUIDANCE ASSOCIATES, Pleasantville, New York

An Overview of Technical Education

Your Job Interview

Each Set: filmstrips with records: $35.00

with cassettes: $39.00

A New Horizon: Careers in School Food Service

Why Work at All?

Filmstrip w/records: $18.00

w/cassette: $20.00

Other Filmstrips Available:

Careers in Materials Engineering: The Aerospace Age
Choosing Your Career
Dropping Out: Road to Nowhere
Four Who Quit
Getting and Keeping Your First Job
A Job That Goes Someplace
Jobs and Gender
Jobs for High School Students
Job Hunting: Where to Begin
Liking Your Job and Your Life
A New Look at Home Economics Careers
On the Job: Four Trainees
Preparing for the Jobs of the 70's
Preparing for the World of Work
Trouble at Work
What You Should Know Before You Go to Work
Your First Week on the Job
Your Future in Elementary Education

JOHN DAY, 257 Park Avenue, S, New York, New York 10010

Books in special education--

(Grades K-6)

"Work for Independence" Bernstein $9.00 per set

(each set contains 12 photographs and accompanying manual)

(Grades 7-12)

"How To Hold Your Job" Fudell and Peck $2.40

(workbook with 12 units)

McGRAW-HILL FILMS, 8171 Redwood Highway, Novato, California 94947 (415) 897-5268

(Primary)

Community Helpers Series

Set 1
- Bus Driver
- Doctor
- Fireman
- Grocer
- Mailman
- Policeman

(six filmstrips $41.00; individual $7.50)

Set 2
- Dentist
- Librarian
- Milkman
- Sanitation Department Crew
- Service Station Attendant
- Street Maintenance Crew

(six filmstrips $41.00; individual $7.50)

(Primary)

Growing in Citizenship Series

- Cooperates with Others
- Grows in Responsibility
- Is Well Informed
- Lives Honestly
- Obeys Rules and Laws
- Respects Property

(six filmstrips $41.00; individual $7.50)

(Primary)

Living Together in School Series

- Being Prompt
- Caring for School Materials
- Consideration for Others
- Going to School Assembly
- Our School Helpers
- Visitors to Our Class

(six filmstrips $41.00; individual $7.50)

(Primary)

School Series

Set 3
- Our School Workers
- The Custodian & The Bus Driver
- The Librarian
- The Principal
- The Pupil
- The School Nurse
- The Special Teacher
- The Teacher

(eight filmstrips $57.50; individual $7.75)

(continued)

McGRAW-HILL FILMS (continued)

(Primary)

Systems in Our City Set

Electricity
Gas
Getting Goods and Services
Manufacturing
Postal
Service Workers
Water and Sewage

(seven filmstrips $49.50; individual $7.75)

(Grades 8-12)

World of Work Series

Set 1
Gas Station Attendant
Hairdresser
Hospital Workers
Office Workers
T.V. Repair
Vending Machine Routeman

(six filmstrips with records $95.00; with cassettes $110.00; individual $13.50)

Set 2
Construction Worker
Electrical Assembler
Garment Worker
Restaurant Worker
Retail Person
Truck Driver

(six filmstrips with records $95.00; with cassettes $110.00; individual $13.50)

NATIONAL FILM BOARD OF CANADA--write: 1714 Stockton Street, San Francisco, California 94133

16 mm films available for purchase and rental in the U. S.--

(Grades 9-12)

Day After Day	b/w $198.00
Getting What You're After	b/w $135.00
Local 100	b/w $175.00
No Reason To Stay	b/w $167.50
The Gifted Ones	b/w $150.00
You Can Go a Long Way	b/w $135.00

NET FILM SERVICE, Indiana University, Bloomington, Indiana 42401

(Grades 8-12)

"Hey, What About Us?"
(film: $240.00 rental: $8.90)

NEW YORK TIMES, 229 West 43rd Street, New York, New York 10036

Economics Film Strip Series

Incl: Labor: Men, Jobs and Autos
Prosperity Without End
Protecting the Consumer
The Right to Strike
Transportation, U.S.A.
U. S. Economy
The War Against Poverty
Your Tax Dollar

Complete Set: $56.00

PHOTO LAB, INC., 3825 Georgia Avenue, N.W., Washington, D. C. 20011

Slides and filmstrips

PUBLIC AFFAIRS OFFICE, 12th Naval District, Bldg. 450, Room 216, Naval Station, Treasure Island, San Francisco, California 94130

(Grades 7-12

Catalog of films available for public showing

QED PRODUCTIONS, Burbank, California 91505

(Grades K-3)

Self-Concept Series

A Boat Named George
Listen! Jimmy!
People Are Like Rainbows
Strike Three! You're In!

Set of four filmstrips, two records: $34.50
Set of four filmstrips, two cassettes: $38.00

(Grades 6-12)

Vocational Decisions Series

Counseling in Vocational Decision
An Introduction to Vocation
The World of Work

Set of three filmstrips, two records: $31.00
Set of three filmstrips, two cassettes: $32.50

SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY, 5164 College Avenue, San Diego, California 92115

(Grades 8-12)

Films: Who Am I?
What Do I Want?
Change

SANTA ANA UNIFIED SCHOOL DISTRICT, 1405 French Street, Santa Ana, California 92701

Slide series in work experience, including areas of business, health service, social service, technical and mechanical

SCIENCE RESEARCH ASSOCIATES, INC. (SRA), 165 University Avenue, Room 201, Palo Alto, California 94301

Guidance Kit for Elementary Counselors and Teachers
Incl.: Classroom materials and reference booklets for interested adults
Complete Kit: $23.50

(Grades 7-9)
Discovering Yourself $2.10

(Grades 8-12)
Job Experience Kits
Work-simulation experiences
Complete Kit: $130.00

(Grades 7-14)
Job Family Series Booklets
Complete set of 20: $21.00
Individual: $1.30

(Grades 6-9)
Junior Guidance Series Booklets
15 booklets: $10.20
Each: 86¢

(Grades 6-12)
Keys: Vocational Exploration Program
Ten color filmstrips on job families

(Grades 9-12)
Occupational Exploration Kit $107.50
Incl.: occuscan coding device, occupational briefs, booklets, etc.

(Grades K-2)
Stage One: Awareness
Filmstrips w/records, pupil activities
Complete Kit: $95.00 (May be purchased separately.)

(Grades 2-4)
Stage Two: Responding
Complete Kit: $110.00 (Separate units available.)

(Grades 4-7)
What I Like To Do
Inventory to identify student's preferences

(Grades 9-12)
What To Do After High School $2.42 each

Where Do I Go from Here? $2.42 each

(continued)

SCIENCE RESEARCH ASSOCIATES, INC. (continued)

(Grades 6-9)

Widening Occupational Roles Kit (WORK)

Incl. 400 occupational briefs, student booklets, filmstrips

Complete Kit: $158.50

SCOTT EDUCATION DIVISION, 748 South Monterey Pass Road, Monterey Par, California 91754

Guide to Finding a Job

Overhead transportation set: $32.50

(Grades 1-5)

Living and Working Together

Set of six filmstrips: $34.00

Individual: $6.00

(Grades K-6)

What Does Your Dad Do?

My Dad the Auto Mechanic
My Dad the Computer Programmer
My Dad the Construction Foreman
My Dad the Factory Worker
My Dad the Photographer
My Dad the Veterinarian

Set of six w/records: $69.00
Set of six w/cassettes: $75.00
Individual filmstrip: $7.00
Individual record: $5.00
Individual cassette: $6.00

SEMI-SKILLED CAREERS KIT, Careers, Largo, Florida 33540

Career Desk-top Kit senior h.s. $125.00
junior h.s. $114.50

Guidance Services (9 monthly packets) $37.00 year

Semi-skilled Careers Kit $42.00

Business Career Kit $34.50

SOCIETY FOR VISUAL EDUCATION, INC. (SVE), 1345 Diversey Parkway, Chicago, Illinois 60614

(Grades 6-12)

Foundations for Occupational Planning Series

Who Are You?
What Do You Like To Do?
What Is a Job?
What Are Job Families?
What Good Is School?

Set of five captioned filmstrips: $27.00
Individual: $6.00

(continued)

SOCIETY FOR VISUAL EDUCATION, INC. (SVE) (continued)

(Grades 6-12)

Job Opportunities Now--GROUP 1

Incl.: Requirements in the world of jobs to achieve success
Job Opportunities in a Restaurant
Job Opportunities in a Hospital
Job Opportunities in a Department Store
Job Opportunities in a Supermarket

Set of six filmstrips, three records: $49.50
Set of six filmstrips, three cassettes: $55.50
Individual filmstrip: $7.00
Individual records: $4.00
Individual cassettes: $6.00

(Grades 6-8)

. . . Of Young Teens

Discovering the Real "You"
Becoming More Self-Confident
The Art of Friendship
The Need to Belong

Complete set (four filmstrips, records): $32.50
Complete set (four filmstrips, cassettes): $36.50

(Grades 9-12)

. . . Of Older Teens

Accepting Yourself
Learning to Relate to Others
Learning to Relate to Groups
Handling the Pressures To Be Popular

Set with records: $32.50
Set with cassettes: $36.50

(Grades 6-12)

Vocational Decisions Series

An Introduction to Vocation
The World of Work
Counseling in Vocational Decisions

Set of three filmstrips, two records: $31.00
Set of three filmstrips, two cassettes: $32.50
Individual filmstrip: $8.00
Individual records: $5.00
Individual cassettes: $6.00

STERLING EDUCATIONAL FILMS, Walter Reade 16, 241 East 34 Street, New York, New York 10016

(Grades 6-12)

Personal Values color: $135.00
When I'm Old Enough . . . Goodbye! b/w $160.00

TEACHING AIDS, INCORPORATED, P.O. Box 3527, Long Beach, California 90803

(Grades 6-12)

ESP - Tapes (reel or cassette) describing career opportunities
Two lessons on each tape; each $4.90; set of 198 lessons: $436.59

TRANSPORTATION, DEPARTMENT OF, U. S. Coast Guard, Washington, D. C. 20591

Available films to borrow

UNITED STATES ATOMIC ENERGY COMMISSION, Combined Film Catalog, Public Information Office, 2111 Bancroft Way, Berkeley, California 94704

Careers in Nuclear Science and Nuclear Engineering (3 films)

- Horizons Unlimited
- Preparing for Tomorrow's World
- Your Place in the Nuclear Age

VOCATIONAL FILMS, 111 Euclid Avenue, Park Ridge, Illinois 60068

(Grades 8-12)

It's Up to You (Choosing a Career)	sale: $120.00	rent: $12.00
Opportunity Everywhere	sale: $120.00	rent: $12.00
So You Want To Be a Nurse	sale: $ 15.00	
So You Want To Be a Tool and Die or Mold Maker		rent: $12.00
So You Want To Be an Electronics Technician	sale: $120.00	rent: $12.00

OTHER RESOURCES

CTB/McGRAW-HILL EVALUATION SPECIALISTS, Del Monte Research Park, Monterey, California 93940

DCA EDUCATIONAL PRODUCTS, INC., 5719 West 65th Street, Chicago, Illinois 60638
(Industrial Education--transparencies, film loops, tapes, cassettes, films)

EDUCATIONAL READING SERVICE, 320 Route 17, Mahwah, New Jersey 07430
(Paperbacks, multi-media audio-visual)

FILMS/WEST, INC., 518 North La Cienga Boulevard, Los Angeles, California 90048
(Films)

OHIO STATE UNIVERSITY, Film Distribution Supervisor, Department of Photography and Cinema, 156 West 19th Avenue, Columbus, Ohio 43210
(Films available to rent on a three-day rate)

VISUAL EDUCATION CONSULTANTS, 2066 Helena Street, Box 52, Madison, Wisconsin 53701

VISUAL PRODUCTS DIVISION, 3M Company, Box 3344, St. Paul, Minnesota 55101
(Transparencies)

WALT DISNEY EDUCATIONAL MATERIALS CO., Dept. CB, 800 Sonora Avenue, Glendale, California 91201

SUGGESTED STUDENT REFERENCES

HARDBOUND

AIM HIGH VOCATIONAL SERIES
(Grades 7-12)

Aim for a Job in a Hospital

Drafting

CAREER OPPORTUNITIES SERIES, J. G. Ferguson Publishing Company, Chicago, Illinois
(Grades 7-12)

Agricultural, Forestry, and Oceanographic Technicians	$11.95
Community Service & Related Specialists	$11.95
Engineering Technicians	$11.95
Health Technicians	$11.95
Marketing, Business and Office Specialists	$11.95

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, Hopke--J. G. Ferguson Publishing Company, Chicago, Illinois (1967)
(Grades 7-12)

SUGGESTED STUDENT REFERENCES

PAPERBACKS

Careers: What They Are and How to Find Them. Larsen and Stenstrom, ed. by Rosenberg. $1.92 Follett Educational Division

Complete Job-Hunting Guide. E. Wein. $1.00 (CN 103) Cornerstone Library, Inc.

Find Your Job and Land It. L. Corwen. 95¢ (1329) Arco Publishing Co.

Getting a Job. F. Randall. $2.50 Fearon Publications, Inc.

How to Go About Getting a Job with a Future. J. I. Biegeleisen. $1.95 (1536) Grosset and Dunlap, Inc.

How to Pass Employment Tests. A. Liebers. $4.00 (715) Arco Publishing Co., Inc.

Job Finder: It Pays to Advertise. S. N. Feingold. $2.25 Bellman Publishing Corporation

Job Résumés: How to Write Them, How to Present Them. J. I. Biegeleisen. $1.95 (0947) Grosset & Dunlap

Knack of Selling Yourself, rev. ed. J. T. Mangan. 95¢ (95076) Pocket Books

Occupational Information. S. L. Wolfbein. $1.95 (Sed8) Random House

Occupational Outlook Handbook, 1968-1969. U. S. Department of Labor. $5.00 U. S. Government Printing Office

Pathway to Your Future: The Job Résumé and Letter of Application. K. R. Adler. $1.75 Bellman Publishing Corporation

Planning Your Life's Work. B. Steffre. $1.40 McKnight and McKnight Publishing Company

Six Ways to Get a Job. P. W. Boynton. 50¢ (50-243) Macfadden-Bartell Corporation

Skill Training for a Job, Supervisor's Edition. L. Cenci. $5.75 (992) Pitman Publishing Corp.

You and Your Job, rev. ed. W. Lowen. 95¢ (08062) Macmillan Co.

Your Future in . . . Series. Macmillan Gateway English Series. Richards. Rosen Press, New York 10, New York.
(Grades 7-12)

- Dentistry
- Computer Programming
- Interior Design
- Modeling
- Veterinary Medicine

SUGGESTED PROFESSIONAL REFERENCES

AETNA LIFE & CASUALTY, Public Relations & Advertising Department, Film Librarian, Hartford, Connecticut 06115
(Films on safety--work and home) Free

American Vocational Journal, 1510 H Street, N. W., Washington, D. C. 20005
($4 year)

APGA, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009
(Career films available to rent)

CALIFORNIA PEACE OFFICERS' ASSOCIATION, 800 Forum Building, Sacramento, Calif. 95814
(Police training films to buy or rent)

California Occupational Guide, State of California, Human Relations Agency, Department of Human Resources Development

Career Education in the Environment (a handbook), Olympus Research Corporation, 818 - 18th Street, N. W., Washington, D. C. 20006

Careers in California City Government, prepared by Municipal Management Assistant of Southern and Northern California, 1108 "O" Street, Sacramento, California 95814, or 702 Hilton Center, Los Angeles, California 90017

CAREER TRAINING PROGRAMS, Golden West College Counseling Center, 15744 Golden West Street, Huntington Beach, California 92647 (714) 892-7711

Counselors's Guide to Manpower Information (an annotated bibliography of government publications), U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
($1.00)

Federal Career Directory--San Francisco Region, San Francisco, California

GENERAL MOTORS CORPORATION, Public Relations Staff, Room 1-101, General Motors Building, Detroit, Michigan 48202
(Booklets, charts, and films)

Guidance Monograph Series, Houghton-Mifflin Company, Boston
($9.00)
Series IV:
- Career Information & Development
- College Information & Guidance
- Decision-Making and Vocational Development
- Innovations in the Use of Career Information
- Occupational Information & Guidance
- Psychological Influences on Vocational Development
- Student's Vocational Choices: A Review & Critique

Suggested Professional References (continued)

Job Profile Report, Vocational Guidance Information System, Department of Education, Santa Clara County, Santa Clara, California

Manufacturing Firms in Orange County, a cooperative study conducted by the State of California Department of Human Resources Development Employment Data and Research Group and Orange County Planning Department. Contact: Ms. A. Yetter, Southern California Employment Data & Research, 1932 West 17th Street, Santa Ana, California 92706

NASA AMES RESEARCH CENTER, Public Affairs Office, Moffett Field, California 94035
(Films available--postage paid)

NATIONAL AUDIO-VISUAL CENTER, National Archives & Records Service, General Services Administration, Washington, D. C. 20409
(Films on manpower--to rent or buy)

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION (NVGA): Current Career Information, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009
($2.00)

Occupations Filing Plan and Bibliography (an alphabetical fields-of-work index for filing unbound occupational information), Wilma Bennett; Interstate Printers and Publishers, Inc., Danville, Illinois 61832

Occupational Information in the Elementary School, Willa Norris; SRA, 165 University Avenue, Room 201, Palo Alto, California 94301
($5.85)

Occupational Information: The Dynamics of Its Nature and Use, Max Baer & E. C. Roeber; SRA, 165 University Avenue, Room 201, Palo Alto, California 94301
($8.00)

Occupational Outlook Quarterly, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
($1.50 year)

Orange County, California, Vocational Guidance Research Study (an evaluation of career guidance films), Doubleday Multimedia, 1371 Reynolds Avenue, Santa Ana, California 92705

ORANGE COUNTY FILM SERVICE, 1618 North French Street, Santa Ana, California 92701
Phone: (714) 541-4489

PACIFIC TELEPHONE FILM SERVICE, 1145 North McCadden Place, Los Angeles, California 90038
(Free loan films)

TEACHING FILM CUSTODIANS, INC. (TFC), 25 West 43rd Street, New York, New York 10036
(Filmed excerpts from motion picture sources)

Suggested Professional References (continued)

Thrust, Association of California School Administrators, April, 1972, Vol. 1, No. 5:
"Career Education"

Visual Aids for Business & Economic Education, South-Western Publishing Co., Chicago, Illinois 60644
(Films and filmstrips to buy or rent)

Vocational Guidance & Career Development, ed. by H. J. Peters & James C. Hansen, Macmillan Co., New York

Vocational Guidance Quarterly, 20th & North Hampton Street, Easton, Pennsylvania 18042
(Current career literature available in June, 1971, Vol. 19, No. 14)
($5.00 year)

World of Work, Audio Contents, Educational Resources, Inc.

Your Future (magazine), Callan Publishing, Box 1816, Whittier, California 90603
(Free, monthly)

SUGGESTED HARDWARE FOR A CAREER CENTER

1. Cassette tape recorders
2. Filmstrip viewers and screens
3. Record players
4. Microfilm reader and/or printer
5. Super 8 mm. filmloop projector/screen
6. 16 mm. film projector
7. Filmstrip/cassette sound projector
8. Pamphlet display facilities
9. Storage files, cabinets, filmstrip cabinets, etc.
10. 35 mm. slide projectors, synchronized for recorder
11. Sound/film cartridge machine (e.g., Audiscan)
12. Appropriate furniture for research and display purposes

FREE AND INEXPENSIVE MATERIALS

ACCOUNTING

1. ACCOUNTING IS BUSINESS LEADERSHIP	National Distribution Center Accounting Careers Council Dept. A P. O. Box 650 Radio City Station New York, New York 10019
2. WHAT'S IT LIKE TO BE AN ACCOUNTANT?	Accounting Careers Council National Distribution Center P. O. Box 650, Radio City Station New York, New York 10019

ADVERTISING

1. SHOULD YOU GO INTO ADVERTISING?	Career Information Service New York Life Insurance Box 51, Madison Square Station New York, New York 10010
2. JOBS IN ADVERTISING	American Advertising Federation 1225 Connecticut Avenue, N. W. Washington, D. C. 20036

AEROSPACE CAREERS AND AVIATION

1. AEROSPACE CAREERS	University of Illinois at Urbana-Champaign Institute of Aviation Savoy, Illinois 61874
2. A FLIGHT TO GRANDMOTHER'S	Federal Aviation Administration Department of Transportation Aviation Education Staff Washington, D. C. 20590
3. F.A.A. AVIATION EDUCATION INFORMATION	Federal Aviation Association
4. YOUR CAREER IN PROFESSIONAL CHARTING	Aeronautical Chart and Information Center 8900 South Broadway St. Louis, Missouri 63125
5. AEROSPACE CURRICULUM RESOURCE GUIDE $1.75	National Aeronautics and Space Administration Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402
6. FEDERAL AVIATION ADMINISTRATION	U. S. Government Printing Office

Free and Inexpensive Materials (continued)

AGRICULTURE

1. CAREERS IN AGRICULTURAL BUSINESS MANAGEMENT	California State Polytechnic College San Luis Obispo, California
2. OPPORTUNITIES FOR YOU IN AGRICULTURAL EDUCATION	Same
3. THE SCOPE OF AGRICULTURE	Same
4. THE AGRICULTURAL ATTACHE	United States Department of Agriculture Washington, D. C. 20250
5. CAREERS IN WORLD AGRICULTURAL DEVELOPMENT	Foreign Economic Development Service U. S. Department of Agriculture, cooperating with the U. S. Agency for International Development

AIRLINE STEWARDESS, AIRLINE CAREERS

1. AIRLINE STEWARDESS--THE PAY, THE HOURS, AND THE BENEFITS	California Department of Employment (HRD) Southern Area Office 1932 West 17th Street Santa Ana, California 92706
2. NORTH CENTRAL AIRLINES CAREERS: CLERICAL, COMMUNICATIONS AGENT, AIRCRAFT CLEANER, STATION AGENT, AIRFRAME & POWER PLANT MECHANIC, FIRST OFFICER, RESERVATIONIST, STEWARDESS	North Central Airlines 7500 Northliner Drive Minneapolis, Minnesota 55454
3. NATIONAL AIRLINES	Employment Department National Airlines P. O. Box 2055 A.M.I. Miami, Florida 33159
4. AMERICAN AIRLINES	American Airlines Personnel Office, Inc. Los Angeles, California
5. TWA CAREERS	Management-Employment Planning Trans World Airlines 605 Third Avenue New York, New York 10016
6. OCCUPATIONAL GUIDE	Airline Pilots Association Munsey Building, 1329 E Street, N. W. Washington, D. C. 20004

(continued)

Free and Inexpensive Materials (continued)

7. OZARK AIR LINES	Ozark Air Lines Personnel Office P. O. Box 1007 St. Louis, Missouri
8. AIR CANADA EMPLOYMENT OPPORTUNITIES	Manager, Employment Air Canada 1 Place Ville Marie Montreal, Quebec
9. UNIVERSAL AIRLINES PERSONNEL SCHOOLS	1901 N. W. 7th Street Miami, Florida 33125
10. CONTINENTAL AIRLINES: SECRETARY, ACCOUNTANT, ACCOUNTING CLERK, CLERK-TYPIST, KEYPUNCH OPERATOR, COMPUTER OPERATOR, PROGRAMMER ANALYST, AIRLINE HOSTESS CONTINENTAL AIRLINES, CUSTOMER SERVICE AGENT, AIRPORT SALES AGENT, RESERVATION SALES AGENT, SALES REPRESENTATIVE, AIRCRAFT MECHANIC, PILOT	Continental Airlines Los Angeles International Airport

ARCHAEOLOGY

1. ARCHAEOLOGY AS A CAREER	Archaeological Institute of America 260 West Broadway New York, New York 10013

AREA TRENDS IN EMPLOYMENT & UNEMPLOYMENT

1. EMPLOYMENT OF HIGH-SCHOOL GRADUATES AND DROPOUTS	U. S. Department of Labor Bureau of Labor Statistics
2. AREA TRENDS IN EMPLOYMENT AND UNEMPLOYMENT	U. S. Department of Labor Manpower Administration

ARMED FORCES

1. BE AN ARMY BANDSMAN--RPI	U. S. Government Printing Office
2. THE BRIGHT ADVENTURE OF ARMY NURSING	Same
3. THE SECRET OF GETTING AHEAD	U. S. Army Recruiting Office 12550 Brookhurst Street (Suite F) Garden Grove, California 92644
4. A NEW LIFE, A NEW WORLD	Same

(continued)

Free and Inexpensive Materials (continued)

5. THE CHANGING PROFESSION	Information for Counseling on Air Force Reserve Officers' Training Corps Maxwell Air Force Base Alabama 36112
6. ALL THE WAY FROM THE GROUND UP	Same
7. FOUR-YEAR COLLEGE SCHOLARSHIP PROGRAM	Same
8. U. S. AIR FORCE AIRMAN OCCUPATIONAL HANDBOOK	U. S. Government Printing Office Washington, D. C.
9. THE WALTER REED ARMY NURSING PROGRAM RPI 595	Same
10. REGISTERED NURSE STUDENT PROGRAM-- RPI 593	Same
11. U. S. AIR FORCE	Department of the Air Force U. S. Air Force Recruiting Detachment 6 4727 Wilshire Boulevard Los Angeles, California 90010

ASTRONOMY

1. WHAT ASTRONOMY IS ABOUT	American Astronomical Society 211 Fitz Randolph Road Princeton, New Jersey 08540

ATOMIC ENERGY

1. EMPLOYMENT WITH THE U. S. ATOMIC ENERGY COMMISSION	Coordinator of Recruitment Washington, D. C. 20545

AUDIOMETRY

1. INTRODUCTION TO AUDIOMETRY (revised)	Ralph F. Naunton, M.D. Maico Hearing Instruments Minneapolis, Minnesota

BANKER

1. SHOULD YOU BE A BANKER?	Career Information Service New York Life Insurance Company Box 51, Madison Square Station New York, New York 10010

BIOLOGY

1. CAREERS IN BIOLOGY — American Institute of Biological Sciences, 3900 Wisconsin Avenue, N. W., Washington, D. C. 20016

BLAST FURNACES, STEELWORKS, ROLLING MILLS

1. BLAST FURNACES, STEELWORKS, ROLLING MILLS — U. S. Department of Labor, Manpower Administration, Washington, D. C. 20210

BRICKLAYING

1. BRICKLAYING — Structural Clay Products Institute (SCPI), 1750 Old Meadow Road, McLean, Virginia 22101

CHEMICAL INDUSTRY

1. A CHEMISTRY PROJECT FROM START TO FINISH — Education Department, American Chemical Society, 1155 Sixteenth Street, N. W., Washington, D. C. 20036
2. THE CHEMICAL INDUSTRY HELPS EDUCATION — Manufacturing Chemists Association, 1825 Connecticut Avenue, Washington, D. C. 20009
3. A DOZEN REASONS WHY YOUNG PEOPLE CHOOSE CHEMICAL INDUSTRY CAREERS — Manufacturing Chemists Association, 1825 Connecticut Avenue, N. W., Washington, D. C. 20009
4. A BRIGHT FUTURE FOR YOU AS A CHEMICAL TECHNICIAN — Same
5. A CAREER IN CLINICAL CHEMISTRY — American Association of Clinical Chemists, 1155 Sixteenth, N. W., Washington, D. C. 20036

CIVIL SERVICE

1. YOUR FIRST JOB — U. S. Civil Service Commission, U. S. Government Printing Office, Superintendent of Documents, Washington, D. C.

(continued)

Free and Inexpensive Materials (continued)

2. IN PUBLIC PRACTICE: LAWYERS IN THE FEDERAL GOVERNMENT	U. S. Civil Service Commission U. S. Government Printing Office Superintendent of Documents Washington, D. C.
3. WORKING FOR THE U.S.A.; APPLYING FOR A CIVIL SERVICE JOB; WHAT THE GOVERNMENT EXPECTS OF FEDERAL WORKERS	Same
4. POST OFFICE CLERK-CARRIER	State of California Human Resources Development Research and Statistics 800 Capitol Mall Sacramento, California 95814
5. ASSIGNMENT FOREIGN SERVICE SECRETARIES	U. S. Department of State Washington, D. C.
6. LOST IN THE CROWD (TYPISTS AND STENOGRAPHERS DON'T STAY IN THE CROWD)	U. S. Civil Service Commission Washington, D. C.
7. COMMUNICATIONS AND RECORDS ASSISTANCE	U. S. Department of State Washington, D. C.
8. COMMUNICATIONS AND TECHNICIANS	Same
9. SUMMER JOBS IN FEDERAL AGENCIES	U. S. Civil Service Commission Washington, D. C. 20415
10. MID-LEVEL POSITIONS	U. S. Civil Service Commission Washington, D. C. 20415
11. THE HUMAN EQUATION (WORKING IN PERSONNEL FOR THE FEDERAL GOVERNMENT)	U. S. Civil Service Commission Washington, D. C. 20415
12. WHY NOT BE A PUBLIC RELATIONS WORKER?	Women's Bureau Wage and Labor Standards Administration
13. PREPARING FOR THE FEDERAL SERVICE ENTRANCE EXAMINATION	U. S. Civil Service Commission Washington, D. C. 20415
14. JUNIOR FEDERAL ASSISTANT	U. S. Civil Service Commission Washington, D. C. 20415
15. HEARING EXAMINER	U. S. Civil Service Commission Washington, D. C. 20415

(continued)

Free and Inexpensive Materials (continued)

16. FEDERAL SERVICE ENTRANCE EXAMINATION	U. S. Civil Service Commission Washington, D. C. 20415
17. COUNSELOR'S GUIDE TO MANPOWER INFORMATION	U. S. Department of Labor Bureau of Labor Statistics Washington, D. C. 20212
18. THE U. S. LABOR FORCE: PROJECTIONS TO 1985	U. S. Department of Labor Bureau of Labor Statistics Washington, D. C. 20212
19. CHECK LIST OF LABOR MARKET INFORMATION	Southern California Research & Statistics 1525 South Broadway Los Angeles, California 90015
20. AREA MANPOWER REVIEW FOR ANAHEIM-SANTA ANA-GARDEN GROVE, CALIFORNIA	Manpower Administration U. S. Department of Labor
21. U. S. MANPOWER IN THE 1970'S	U. S. Department of Labor
22. EDUCATIONAL ATTAINMENT OF WORKERS, MARCH 1969, 1970	U. S. Department of Labor Bureau of Labor Statistics
23. POSITIONS IN THE FEDERAL BUREAU OF INVESTIGATION	U. S. Department of Justice Washington, D. C.
24. GO GOVERNMENT	U. S. Civil Service Commission College Boulevard Anaheim, California 92803
25. GRAPHIC COMMUNICATIONS	Graphic Multigraph Corporation World Headquarters 1200 Babbitt Road Cleveland, Ohio 44117
26. MANPOWER RESEARCH BULLETIN: TECHNOLOGY AND MANPOWER IN DESIGN AND DRAFTING	U. S. Department of Labor Manpower Administration--Office of Manpower Policy, Education, and Research Washington, D. C. 20210
27. ANSWERS TO SOME QUESTIONS ABOUT CAREERS IN GRAPHIC COMMUNICATIONS	Council of the Graphic Arts Industry, Inc. Graphic Arts Technical Foundation 4615 Forbes Avenue Pittsburgh, Pennsylvania
28. TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES--GRAPHIC COMMUNICATION	Same

(continued)

Free and Inexpensive Materials (continued)

29. CAREERS IN CALIFORNIA CITY GOVERNMENT	League of California Cities 1108 O Street Sacramento, California 95814
30. CAREERS WITH IMMIGRATION AND NATURALIZATION	U. S. Civil Service Commission Washington Area Office 1900 E Street, N. W. Washington, D. C. 20415

CLERICAL

1. HELP WANTED: CLERK-TYPISTS	California Department of Employment (HRD) Southern Area Office 1932 West 17th Street Santa Ana, California 92706
2. RECEPTIONIST	State of California Human Resources Development Research and Statistics 800 Capitol Mall Sacramento, California 95814
3. SHOULD YOU BE A SECRETARY?	Career Information Service New York Life Insurance Box 51, Madison Square Station New York, New York 10010
4. YOU AS A SECRETARY	School Department Royal Typewriter Company Division of Litton Industries 150 New Park Avenue Hartford, Connecticut 06106
5. CAREERS IN THE CLERICAL VOCATIONAL GUIDANCE SERIES, Doubleday Multimedia	Robert J. Swan, Ph.D. Coordinator, Pupil Personnel California State College Long Beach, California

COMPUTERS

1. COMPUTERS	U. S. Atomic Energy Commission Division of Technical Information P. O. Box 62 Oak Ridge, Tennessee 37830
2. THE JOB BANK: USING A COMPUTER TO BRING PEOPLE AND JOBS TOGETHER	U. S. Department of Labor Manpower Administration Washington, D. C. 20210

(continued)

Free and Inexpensive Materials (continued)

3. COMPUTER WORLD AUTOMATION INSTITUTE	Computer World Automation Institute 1780 West Lincoln Avenue Anaheim, California 92801

CONSERVATION

1. CAREERS IN WILDLIFE CONSERVATION AND MANAGEMENT	Wildlife Management Institute 709 Wire Building Washington, D. C. 20005
2. CAREERS IN CONSERVATION	Soil Conservation Society of America 7515 N. E. Ankeny Road Ankeny, Iowa 50021

CONSUMER EDUCATION FOR ADULTS

1. MAKING THE MOST OF YOUR MONEY	Educational Division Institute of Life Insurance 277 Park Avenue New York, New York 10017

COPYWRITER

1. THE COPYWRITER	American Advertising Federation 1225 Connecticut Avenue Washington, D. C.

COUNSELOR

1. COUNSELING GIRLS TOWARD NEW PERSPECTIVES	Women's Bureau U. S. Department of Labor Office of Education U. S. Department of Health, Education, and Welfare

CREDIT UNIONS

1. CREDIT UNIONS--SALARY AND FRINGE BENEFITS IN CREDIT UNIONS WITHIN THE STATE OF CALIFORNIA, 1971	Research and Development Education Dept. California Credit Union League 2322 South Garey Avenue Pomona, California 91766

DENTISTRY

1. DENTISTRY--FINANCIAL AID FOR STUDENTS	The American Association of Dental Schools 211 East Chicago Avenue Chicago, Illinois 60611

(continued)

Free and Inexpensive Materials (continued)

2. DENTISTRY, A CAREER FOR WOMEN	The American Association of Dental Schools 211 East Chicago Avenue Chicago, Illinois 60611
3. YOUR FUTURE IN DENTISTRY	Same
4. CAREERS IN DENTISTRY	Same

DESIGNER

1. YOUR FUTURE AS A DESIGNER	Ford Educational Affairs Department Dearborn, Michigan

DIAMOND CUTTERS

1. DIAMOND CUTTERS	U. S. Department of Labor Bureau of Labor Statistics Washington, D. C.

DIETETICS

1. DIETETICS IN THE VETERANS ADMINISTRATION	Veterans Administration Washington, D. C. 20420
2. DIETETICS	620 North Michigan Avenue Chicago, Illinois 60611

DRY CLEANING

1. OPPORTUNITY AND A FUTURE IN THE DRY-CLEANING INDUSTRY	National Institute of Dry Cleaning Silver Spring, Maryland

EDUCATION

1. ENGINEERING CENTER	California State College at Fullerton 800 North State College Boulevard Fullerton, California 92631
2. WHEN HE'S READY FOR COLLEGE, WILL YOU BE READY WITH $16,000?	Connecticut Mutual Life Insurance Company Hartford, Connecticut 06115
3. FACING FACTS ABOUT YOUR COLLEGE CAREER	The Prudential Insurance Company of America Public Relations Department Box 36 Newark, New Jersey 07101
4. FACING FACTS ABOUT THE TWO-YEAR COLLEGE	Same

(continued)

Free and Inexpensive Materials (continued)

5. FACING FACTS ABOUT CHOOSING YOUR LIFE'S WORK	The Prudential Insurance Company of America Public Relations Department Box 36 Newark, New Jersey 07101
6. FACING FACTS ABOUT COLLEGE ADMISSIONS	Same
7. MTI BUSINESS COLLEGES DRAFTING	MTI Business Colleges 5512 Hollywood Boulevard Hollywood, California 90028
8. EDUCATION DEPARTMENT	California State Polytechnic College San Luis Obispo, California
9. MORE EDUCATION, MORE OPPORTUNITY	Department of Health, Education, and Welfare Office of Education Washington, D. C.
10. COLLEGE CAREERS AND YOU	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois
11. CAREER OPPORTUNITIES FOR SENIORS MAJORING IN BUSINESS ADMINISTRATION	Director, Personnel Management Division Rural Electrification Administration Room 4078, South Agriculture Building 14th Street and Independence Avenue, S. W. Washington, D. C. 20250
12. JOBS FOR WHICH A COLLEGE EDUCATION IS USUALLY REQUIRED	U. S. Department of Labor Bureau of Labor Statistics Washington, D. C. 20212
13. JOBS FOR WHICH A HIGH-SCHOOL EDUCATION IS PREFERRED, BUT NOT ESSENTIAL	Same
14. JOBS FOR WHICH APPRENTICESHIP TRAINING IS AVAILABLE	Same
15. JOBS FOR WHICH A HIGH-SCHOOL EDUCATION IS GENERALLY REQUIRED	Same
16. OFFICE OF SPECIAL OPPORTUNITIES	Orange Coast College 2701 Fairview Road Costa Mesa, California 92626

(continued)

Free and Inexpensive Materials (continued)

17. OPPORTUNITIES IN HIGHER EDUCATION IN CALIFORNIA FOR MINORITY STUDENTS	Chapman College Orange, California (Many listings in back of pamphlet of colleges)
18. SOCIAL SCIENCE AND YOUR CAREER	U. S. Department of Labor Bureau of Labor Statistics
19. BIOLOGY AND YOUR CAREER	Same
20. SCIENCE AND YOUR CAREER	Same
21. FOREIGN LANGUAGES AND YOUR CAREER	Same
22. ENGLISH AND YOUR CAREER	Same
23. MATHEMATICS TEACHING AS A CAREER	National Council of Teachers of Mathematics 1201 Sixteenth Street, N. W. Washington, D. C. 20036
24. COMMERCIAL FISHERIES	College of the Redwoods Eureka, California 95501
25. PEPPERDINE UNIVERSITY BULLETIN (School of Continuing Education)	Pepperdine University 8035 South Vermont Avenue Los Angeles, California 90044
26. THE EDUCATIONAL ABC OF INDUSTRY	Miles Laboratory, Ind.
27. SCHOLARSHIP PROGRAM--EDUCATION OF HANDICAPPED CHILDREN, 1971-1972	U. S. Department of Health, Education, and Welfare Office of Education Washington, D. C. 20202
28. CAREERS IN SPECIAL EDUCATION	The Council for Exceptional Children, NEA 1201 Sixteenth Street, N. W. Washington, D. C. 20036

ENGINEERING

1. ENVIRONMENTAL ENGINEERING	School of Engineering & Technology California State Polytechnic San Luis Obispo 93401
2. YOUR ENGINEERING DECISION	Same
3. WILL YOU BE A CHEMICAL ENGINEER	American Institute of Chemical Engineers 345 East 47 Street New York, New York 10017

(continued)

Free and Inexpensive Materials (continued)

4. FOR MORE INFORMATION ABOUT CHEMICAL ENGINEERING AS A CAREER	American Institute of Chemical Engineers 345 East 47th Street New York, New York 10017
5. CAN I BE AN ENGINEER	Public Relations Staff General Motors Detroit, Michigan 48202
6. ENGINEERING CAREERS IN THE COAL INDUSTRY	National Coal Association Coal Building 1130 Seventeenth Street, N. W. Washington, D. C. 20036
7. IS CIVIL ENGINEERING FOR YOU	American Society of Civil Engineers 345 East 47th Street New York, New York 10017
8. AGRICULTURAL ENGINEERING	American Society of Agricultural Engineers St. Joseph, Michigan 49085
9. AGRICULTURAL ENGINEERING AND YOU	Same
10. ENGINEERS AND ARCHITECTS	Office of Personnel, Veterans Administration Washington, D. C. 20420
11. MEASUREMENT AND CONTROL INDUSTRY	Scientific Apparatus Makers Association 370 Lexington Avenue New York, New York
12. ENGINEERS AND ENGINEERING	Newark College of Engineering Newark, New Jersey 67102
13. PLASTICS AS AN ENGINEERING CAREER	Society of Plastics Engineers, Inc. 65 Prospect Street Stamford, Connecticut
14. POWER SYSTEMS ENGINEERING: ITS CHALLENGE AND OPPORTUNITIES	E. F. Hebrank, Professor of Mechanical Engineering University of Illinois Urbana, Illinois 60801
15. ENGINEERING, ARCHITECTURE, AND RELATED SCIENCES Pub. 98	Bureau of Research and Engineering Post Office Department 12th and Pennsylvania Avenue, N. W. Washington, D. C. 20260

(continued)

Free and Inexpensive Materials (continued)

16. AMERICAN SOCIETY OF TOOLS & MANUFACTURING ENGINEERS--STUDENT QUARTERLY ($3 yearly subscription)	Editorial & Business Office 20501 Ford Road Dearborn, Michigan 48128
17. WHY NOT BE AN ENGINEER	U. S. Department of Labor Workplace Standards Administration Women's Bureau Washington, D. C. 20210
18. ENGINEERS & ENGINEERING--SOME DEFINITIONS	Newark College of Engineering Newark, New Jersey 07102
19. REFRIGERATION SERVICE ENGINEERS SOCIETY--BIG BENEFITS WHEN YOU JOIN	RSES 2720 Des Plaines Illinois 60018

FARMER'S HOME ADMINISTRATION

1. A CAREER IN THE FARMERS HOME ADMINISTRATION	U. S. Department of Agriculture Washington, D. C.

FARMING, FISHING & FORESTRY

1. FORESTRY SCHOOLS IN THE UNITED STATES (Price 15¢)	U. S. Department of Agriculture Forest Service U. S. Government Printing Office Washington, D. C. 20402
2. CAREERS IN WILDLIFE CONSERVATION AND MANAGEMENT	Wildlife Management Institute 709 Wire Building Washington, D. C. 20005
3. STAR OF YOUR FUTURE	American Angus Association 3201 Frederick Boulevard St. Joseph, Missouri 64501
4. COMMERCIAL FISHERIES	College of the Redwoods Eureka, California 95501
5. RANGE SCIENCE AND RANGE MANAGEMENT	Society for Range Management 2120 South Birch Street Denver, Colorado 80222
6. THE CHALLENGE OF THE FOREST	Wood Industry Careers Program National Forest Products Association 1619 Massachusetts Avenue Washington, D. C.

GAS COMPANY

1. YOUR FUTURE WITH THE SOUTHERN COUNTIES GAS COMPANY	1919 South State College Boulevard Anaheim, California

GENERAL MOTORS

1. THE COLLEGE GRADUATE AND GENERAL MOTORS	General Motors Corporation (Address not given)
2. RETAIL AUTOMOBILE BUSINESS	General Motors Corporation
3. CAN I GET THE JOB	Public Relations Staff General Motors Corporation Detroit, Michigan 48202

GROCERY BUSINESS

1. ALPHA BETA MARKETS (CHECKER OF THE YEAR AT ALPHA BETA--YOU MAKE THE DIFFERENCE)	Alpha Beta Markets 777 South Harlesi Boulevard La Habra, California

HOME ECONOMICS

1. HOME ECONOMICS, A SECOND LOOK	California State Polytechnic College San Luis Obispo, California

INSURANCE

1. CAREERS IN PROPERTY AND LIABILITY INSURANCE	Insurance Information Institute 110 William Street New York, New York 10038

INTERNAL REVENUE SERVICE

1. THE TAX LAW SPECIALIST	Assistant Commissioner (Technical) Internal Revenue Service Washington, D. C. 20224 c/o Chief, Recruitment Section (Room 1028)
2. TAX AUDITOR	P. O. Box 391 Los Angeles, California 90053
3. INTERNAL AUDITOR	Internal Revenue Service Washington, D. C. 20224
4. REVENUE AGENT	Same
5. REVENUE OFFICER	Same

LAW

1. PLANNING A CAREER IN LAW	State Bar of California 1230 West Third Street Los Angeles, California 90017

LIBRARIAN

1. BE AN ARMY LIBRARIAN	U. S. Government Printing Office
2. LIBRARIANSHIP	Orange County Public Library
3. OCCUPATIONS IN THE FIELD OF LIBRARY SCIENCE (Price 30¢)	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402
4. WHO IN THE WORLD WANTS TO BE A LIBRARIAN?	The American Library Association 50 East Huron Street Chicago, Illinois 60611

LIFE AND HEALTH INSURANCE

1. IT'S UP TO YOU--A GUIDE TO A CAREER IN LIFE AND HEALTH INSURANCE	Educational Division Institute of Life Insurance 277 Park Avenue New York, New York 10017

MANPOWER OPPORTUNITIES

1. MANPOWER OPPORTUNITIES	Henry E. Kendall, Chairman Employment Security Commission of North Carolina
2. FORMAL OCCUPATIONAL TRAINING OF ADULT WORKERS (Manpower Bulletin)	U. S. Department of Labor

MECHANIC

1. YOUR JOB AS A REPAIRMAN OR MECHANIC	U. S. Department of Labor Bureau of Labor Statistics

MEDICAL, X-RAY

1. MEDICINE CAN BE FOR YOU	The American Medical Women's Association 1740 Broadway New York, New York

(continued)

Free and Inexpensive Materials (continued)

2. MEDICAL LABORATORY ASSISTANT	Southern Area Office California Department of Employment 1932 West Seventeenth Street Santa Ana, California
3. HEALTH PROFESSIONS STUDENT LOAN PROGRAM (Publication No. 1460)	U. S. Department of Health, Education, and Welfare Bureau of Health Professions Education & Manpower Division of Health Manpower Educational Service Student Loan and Scholarship Branch Bethesda, Maryland 20014
4. HEALTH PROFESSIONS SCHOLARSHIP PROGRAM (Publication No. 1460)	Same
5. WHAT KIND OF CAREER COULD I HAVE IN A MEDICAL LABORATORY	American Society of Medical Technologists Suite 1600 Hermann Professional Building Houston, Texas 77025
6. DENTAL ADMISSION TESTING PROGRAM	Division of Educational Measurements Council on Dental Education American Dental Association 211 East Chicago Avenue Chicago, Illinois 60611
7. STUDENTS CONSIDER A CAREER IN PODIATRY	The American Podiatry Association 20 Chevy Chase Circle, N. W. Washington, D. C. 20015
8. WHAT DOES A NURSE DO? (Adapted from a leaflet of the Baptist Medical Centers)	American Hospital Association Birmingham, Alabama
9. DENTISTRY--A CHANGING PROFESSION	American Association of Dental Schools 211 East Chicago Avenue Chicago, Illinois 60611
10. CAREERS IN DENTISTRY	Council on Dental Education American Dental Association 211 East Chicago Avenue Chicago, Illinois 60611
11. THE AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS	2600 Wayzata Boulevard Minneapolis, Minnesota 55405
12. CAREERS IN X-RAY TECHNOLOGY	The American Society of Radiologic Technologists 645 North Michigan Avenue, Room 620 Chicago, Illinois 60611 (continued)

Free and Inexpensive Materials (continued)

13. PRINCIPLES TO GUIDE DEVELOPMENT OF STATEWIDE COMPREHENSIVE HEALTH PLANNING AND PROTOCOL FOR HEALTH CARE PLANNING WITHIN A STATE	American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611
14. STATEMENT ON ROLE AND RESPONSIBILITIES OF THE HOSPITAL IN PROVIDING CLINICAL FACILITIES FOR A COLLABORATIVE EDUCATIONAL PROGRAM IN THE HEALTH FIELD	Same
15. OPTOMETRY FOR YOU	American Optometric Association 7000 Chippewa Street St. Louis, Missouri 63119
16. ACCREDITED COLLEGES OF PHARMACY	American Council on Pharmaceutical Education 77 West Washington Street Chicago, Illinois 60602
17. CAREERS IN PHYSICAL THERAPY	American Physical Therapy Association 1156 Fifteenth Street, N. W. Washington, D. C. 20005
18. STATEMENT ON A HOSPITAL EMPLOYER'S MINIMUM EXPECTATION OF A REGISTERED NURSE	American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611
19. STATEMENT OF FUNCTIONS OF A HOSPITAL DEPARTMENT OF NURSING SERVICE	Same
20. TODAY'S HOSPITAL CAREER CENTER FOR AMERICA'S YOUTH	Same
21. CAREERS IN THE MEDICAL SERVICES OF THE U. S. ARMED FORCES	Army Nurse Corps Army Opportunities Department 500 Hampton, Virginia 23369
22. YOUR CAREER OPPORTUNITIES IN MEDICINE	Divisions of Charles Pfizer & Co., Inc. World Headquarters Building 235 East 42nd Street New York, New York 10017
23. GENERAL DUTY NURSE	Division of Planning and Research Labor and Industry Building Trenton, New Jersey 08625
24. A CAREER IN PEDIATRICS	American Academy of Pediatrics P. O. Box 1034 Evanston, Illinois 60204

(continued)

Free and Inexpensive Materials (continued)

25. CHOOSE A DIGNIFIED PROFESSIONAL CAREER--BE PART OF THE MEDICAL TEAM	1895 Newport Boulevard Costa Mesa, California
26. PROFESSIONAL NURSE TRAINEESHIPS	U. S. Department of Health, Education, and Welfare Public Health Service National Institute of Health Bureau of Health Professions Education & Manpower Training Division of Nursing Bethesda, Maryland
27. TITLE II NURSE TRAINING (Publication No. 1154)	U. S. Department of Health, Education, and Welfare Public Health Service National Institute of Health Bureau of Health Professions Education & Manpower Training Division of Nursing Bethesda, Maryland
28. A CAREER IN PEDIATRICS	American Academy of Pediatrics P. O. Box 1034 Evanston, Illinois 60204
29. HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION (Publication No. 72-4 HSM)	U. S. Department of Health, Education, and Welfare Public Health Service Health Services and Mental Health Administration Office of Information--Public Inquiries Rockville, Maryland 20852
30. MEDICAL ILLUSTRATION	Josephine Neglia, Business Manager Association of Medical Illustrators 351 East 58th Street New York, New York 10022
31. FINANCIAL PLANNING FOR THE WOMAN PHYSICIAN	Women's Division Institute of Life Insurance 277 Park Avenue New York, New York 10017
32. MEDICAL LIBRARY CAREERS	Medical Library Association, Inc. 919 North Michigan Avenue Chicago, Illinois 60611
33. PRACTICAL NURSING IN THE V. A.	Veterans Administration Los Angeles, California

(continued)

Free and Inexpensive Materials (continued)

34. PLANT SOME SEEDS FOR NURSING CAREERS	Kaiser Foundation School of Nursing 3451 Piedmont Avenue Oakland, California 94611
35. MEDICINE AS A CAREER FOR WOMEN	E. R. Squibb & Sons, Inc., & the Medical Education and Research Fund of the American Medical Women's Association
36. EDUCATIONAL PROGRAMS IN THE HEALTH FIELD	Journal of the American Hospital Association
37. WHY NOT BE AN OPTOMETRIST?	U. S. Department of Labor
38. FOUR FUTURES	Department of Defense
39. AIDS FOR HEALTH TEACHING	Health and Welfare Division Metropolitan Life Insurance Company New York, New York
40. THE CHALLENGE OF HEALTH RESEARCH	Same
41. EDUCATIONAL PROGRAMS IN THE HEALTH FIELD--reprint HOSPITALS	Journal of the American Hospital Association
42. CAREERS IN THE U. S. PUBLIC HEALTH SERVICE (Price 25¢)	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402
43. MANPOWER RESEARCH BULLETIN: TECHNOLOGY & MANPOWER IN THE HEALTH SERVICES INDUSTRY	Manpower Administration Office of Manpower Policy Evaluation and Research Washington, D. C. 20210
44. MEDICAL TECHNOLOGISTS	American Society of Medical Technologists Suite 1600, Hermann Professional Building Houston, Texas 77025
45. MEDICAL LABORATORY TECHNICIAN	Same
46. THE HUMAN CELL AND THE CYTOTECHNOLOGIST	American Cancer Society Orange County Branch 848 North Birch Street Santa Ana, California
47. WHY NOT BE AN OPTOMETRIST	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402

(continued)

Free and Inexpensive Materials (continued)

48. L. A. COUNTY MEDICAL CENTER SCHOOL OF NURSING	1200 State Street Los Angeles, California 90033
49. DOCTOR OF PODIATRY	American Podiatry Association 3301 Sixteenth Street, N. W. Washington, D. C. 20010

MERCHANT MARINE

1. U. S. MERCHANT MARINE ACADEMY	Admissions Office U. S. Merchant Marine Academy Kings Point, New York 11024

MORTUARY SCIENCE

1. SAN FRANCISCO COLLEGE OF MORTUARY SCIENCE	The San Francisco College of Mortuary Science 1450 Post Street San Francisco, California 94107

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

1. INSTRUCTIONAL AIDE--CLERICAL SPECIAL EDUCATION, CLASSROOM

OIL INDUSTRY

1. GOING PLACES IN OIL	American Petroleum Institute 1801 K Street, N. W. Washington, D. C. 20006

PACIFIC TELEPHONE

1. SPLICER
2. SUPPLY WORKER
3. STATION INSTALLER
4. MESSENGER
5. COIN COLLECTOR
6. FRAME WORKER
7. CAREER GUIDE--PACIFIC TELEPHONE (Address not given)

PAMPHLETS ON SUGGESTIONS FOR THE FUTURE

1. KEEP AN OPPORTUNITY TO MOVE AHEAD	Law Enforcement Education Program Law Enforcement Assistance Administration U. S. Department of Justice Washington, D. C. 20530
2. FOUR FUTURES	The Surgeon General Department of the Air Force Washington 25, D. C.
3. CHOOSING YOUR OCCUPATION (Price 15¢)	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402
4. WHAT'S IN YOUR FUTURE	Sun Life Assurance Company of Canada One North LaSalle Street Chicago, Illinois
5. TIPS ON GETTING A JOB	California State Employment Service Department of Employment
6. FACING FACTS ABOUT PREPARING FOR YOUR FUTURE	Prudential Insurance Company of America Box No. 36 Newark, New Jersey
7. FIFTEEN STEPS TOWARD GETTING A JOB	MTI Schools 2100 North Main Street (Suite 100) Santa Ana, California 92706
8. THE GUYS AND GALS WHO GET AHEAD TOMORROW STAY IN SCHOOL TODAY	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402
9. GET THAT JOB!	State of California Department of Human Resources Development
10. HOW TO FIND AND APPLY FOR A JOB (Price not known)	Southwestern Publishing Company Burlingame, California
11. YOU AND YOUR FIRST JOB!	Personnel and Industrial Relations Association, Inc. 1730 West Olympic Boulevard Los Angeles, California 90015
12. YOUR PERSONAL CAREER GUIDE	Pacific Telephone
13. CAN I GET THE JOB	Public Relations Staff General Motors Detroit, Michigan 48202
14. MAKE YOUR FIRST IMPRESSION A LASTING ASSET	The Travelers Insurance Company Hartford, Connecticut

PHARMACIST

1. WHY NOT BE A PHARMACIST

U. S. Department of Labor
Wage & Labor Standards Administration
Women's Bureau
Washington, D. C. 20210

PHARMACOLOGY

1. THIS IS THE PROFESSION OF PHARMACOLOGY

American Society for Pharmacology and Experimental Therapeutics
9650 Rockville Pike
Bethesda, Maryland 20014

2. PHARMACY--SEE YOUR FUTURE IN PHARMACY

American Pharmaceutical Association
2215 Constitution Avenue, N. W.
Washington, D. C. 20010

PHOTOGRAPHY

1. PHOTOGRAPHY

Cypress College
9200 Valley View
Cypress, California

2. PHOTOGRAPHY IN YOUR FUTURE
(Pamphlet No. AT-15)

Kodak
Rochester, New York

PHYSIOLOGY

1. Plant Physiology
(Single copy free; 10¢ for others)

American Society of Plant Physiologists
P. O. Box 5706
Washington, D. C. 20014

PHYSICS

1. CAREERS IN PHYSICS

School of Applied Sciences
California State Polytechnic College
San Luis Obispo, California

2. PHYSICS AS A CAREER

American Institute of Physics
335 East 45th Street
New York, New York 10017

PRINTING & PUBLISHING

1. EMPLOYMENT IN PRINTING & PUBLISHING IN NEW YORK CITY

New York State Department of Labor
Division of Labor Employment
Research and Statistics Office
State Office Building Campus
Albany, New York

REAL ESTATE

1. ALL YOU NEED TO KNOW FOR A REAL ESTATE LICENSE	American Educational Systems, Incorporated P. O. Box 11009 Santa Rosa, California 95406

REPAIRMAN

1. CAREERS IN WATCH REPAIRING	American Watchmakers Institute P. O. Box 11011 Cincinnati, Ohio 45211
2. BECOME A REFRIGERATION & AIR CONDITIONING SERVICE ENGINEER	Refrigeration Service Engineers Society 2720 Des Plaines Avenue Des Plaines, Illinois 60018

SALESMANSHIP

1. SALESMANSHIP--CAREERS IN	Santa Ana College 1530 West 17th Street Santa Ana, California 92706
2. YOUR FUTURE AS AN AUTOMOBILE SALESMAN	Ford Educational Affair Dearborn, Michigan

SOCIAL WORK

1. SOCIAL WORK IN THE VETERANS ADMINISTRATION	Council on Social Work Education 345 East 46th Street New York, New York 10017

SPACE CAREERS--SPACE SCIENCE CAREERS

1. SEVEN STEPS TO A CAREER IN SPACE SCIENCE AND TECHNOLOGY (45¢ a copy)	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402
2. LEARNING ABOUT SPACE CAREERS (25¢ a copy)	Same

SPEECH PATHOLOGY & AUDIOLOGY

1. SPEECH PATHOLOGY & AUDIOLOGY	American Speech and Hearing Association 9030 Old Georgetown Road Washington, D. C. 20014
2. A CAREER IN SPEECH PATHOLOGY & AUDIOLOGY	Social & Rehabilitation Service Department of Health, Education & Welfare Washington, D. C.

(continued)

Free and Inexpensive Materials (continued)

3. STUDENT FINANCIAL AID SPEECH PATHOLOGY AND AUDIOLOGY	American Speech & Hearing Association 9030 Old Georgetown Road Washington, D. C. 20014

STEELMAKING

1. NEW DIMENSIONS IN STEELMAKING (35¢ a copy)	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632

TEACHING CAREERS

1. MATHEMATICS TEACHING AS A CAREER	National Council of Teachers of Mathematics 1201 Sixteenth Street, N. W. Washington, D. C. 20036

TECHNICAL CAREERS

1. PETROLEUM TECHNOLOGY	Orange Coast College 2701 Fairview Road Costa Mesa, California 92626
2. ARCHITECTURAL TECHNOLOGY	Same
3. 25 TECHNICAL CAREERS YOU CAN LEARN IN 2 YEARS OR LESS	Department of Health, Education, and Welfare Washington, D. C. 20202
4. A BRIGHT FUTURE FOR YOU AS A CHEMICAL TECHNICIAN	Manufacturing Chemists Association 1825 Connecticut Avenue, N. W. Washington, D. C.
5. SCIENTISTS & ENGINEERS EXPLORE UNDERSEA TECHNOLOGY	Naval Undersea Center 3202 East Foothill Boulevard Pasadena, California 91109
6. BUILDING CONSTRUCTION TECHNOLOGY	Orange Coast College
7. METAL TRADES TECHNOLOGY	Same
8. SURGICAL TECHNICIAN	County of Orange

TECHNICIAN

1. LABORATORY ANIMAL TECHNICIAN	Pierce College Woodland Hills, California 91364

TEXTILES

1. YOUR CAREER IN TEXTILES	American Textile Manufacturing Institute, Incorporated 1501 Johnston Building Charlotte, North Carolina 28202
2. YOUR CAREER IN TEXTILES--AN INDUSTRY, AN ART, A SCIENCE	Same

TRUCKING INDUSTRY

1. THE TRUCKING INDUSTRY, HIGHWAY TO A CAREER, Vol. 15, No. 2 (Price $1.00)	U. S. Government Printing Office Superintendent of Documents Washington, D. C.
2. AMERICAN TRUCKING TRENDS 1970-71	American Trucking Associations, Inc. 1616 P Street, N. W. Washington, D. C. 20036
3. UNIVERSAL TRUCK DRIVER SCHOOLS CATALOG, Vol. I--1971-72	1901 N. W. Seventh Street Miami, Florida 33125

URBAN INTERN PROGRAM

1. URBAN INTERN PROGRAM	U. S. Department of Housing and Urban Development Washington, D. C. 20410
2. HOW ABOUT HUD?	U. S. Department of Housing and Urban Development 450 Golden Gate Avenue San Francisco, California 94102

VETERINARIAN

1. CAREER FACTS ABOUT TODAY'S VETERINARIAN	University of California Davis, California 95616
2. TODAY'S VETERINARIAN	American Veterinary Medical Association 600 South Michigan Avenue Chicago, Illinois 60605
3. VETERINARY MEDICINE AS A CAREER	Southern California Veterinary Medical Association

GENERAL INFORMATION ON MATERIALS

1. CALIFORNIA STATE PLAN FOR VOCATIONAL EDUCATION
   State of California
   Sacramento, California

2. CATALOG OF FREE TEACHING MATERIALS
   G. Salisbury
   Rubidoux Printing Company
   Riverside, California
   (available at Cal State, Long Beach)

3. Chronicle Guidance Publications, Inc., Monrovia, New York 13118
   Occupational Briefs (Grades 7-12) Single Copy: 35¢
   Incl.: Advertising Copywriter (See Free and Inexpensive Materials--Copywriter.)
   Correspondence Clerk
   Criminologist
   Pharmacist
   Pharmacologist
   Marketing Research Workers

4. EDUCATION OF HANDICAPPED CHILDREN
   U. S. Bureau of Health, Education and Welfare
   Office of Education
   Bureau of Education for Handicapped
   Division of Training Program
   Washington, D. C. 20202

5. FINDING YOUR JOB (consumable booklet)
   Finney Company
   3350 Gorham Avenue
   Minneapolis, Michigan 55426

6. HELP YOURSELF TO A JOB
   (Special Education)
   Finney Company
   3350 Gorham Avenue
   Minneapolis, Michigan 55426

7. Pacific Telephone
   250 Ogle
   Costa Mesa, California 92627

8. STATE CHILD LABOR STANDARDS $1.25
   U. S. Department of Labor
   Superintendent of Documents
   U. S. Government Printing Office
   Washington, D. C. 20402

(continued)

General Information on Materials (continued)

9. U. S. Armed Services Recruiting Offices
   542 West Nineteenth Street
   Costa Mesa, California 92627

10. U. S. Coast Guard Recruiting Office
    608 West Seventeenth Street
    Santa Ana, California

11. U. S. Department of Labor
    OCCUPATIONAL OUTLOOK HANDBOOK
    Washington, D. C.

DEPARTMENT OF LABOR
Bureau of Labor Statistics
U. S. Department of Labor
450 Golden Gate Avenue (Box 36017)
San Francisco, California 94102

1. English and Your Career (pamphlet)
2. Science and Your Career (pamphlet)
3. Biology and Your Career (pamphlet)
4. Math and Your Career (pamphlet)
5. Jobs for Which a High School Education Is Required (pamphlet)
6. Jobs for Which Apprenticeship Training Is Available (pamphlet)
7. Thinking of an Office Job? (pamphlet)
8. Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required (pamphlet)

EMPLOYMENT OPPORTUNITIES
Human Resources Development
1932 West Seventeenth Street
Santa Ana, California 92706

Report of Major Employment Opportunities

General Information on Materials (continued)

JOB GUIDES

Division of Planning and Research
Labor and Industry Building
Trenton, New Jersey 08625

1. Air Conditioning Mechanic
2. Automobile Body Repairman
3. Automobile Mechanic
4. Automobile Painter
5. Baker
6. Bookkeeper
7. Bookkeeping Machine Operator
8. Bricklayer
9. Building Maintenance Man
10. Cabinetmaker
11. Cashier
12. Cement Mason
13. Chemical Laboratory Technician
14. Clerk-Typist
15. Computer Operator
16. Construction Carpenter
17. Cook, Hotel, and Restaurant
18. Correction Officer
19. Chemical Laboratory Technician
20. Cylinder-Press Man
21. Draftsman
22. Electrical Appliance Servicemen
23. Electrical Repairman
24. Electrician (Construction)
25. Electronics Assembler
26. Electronics Mechanic
27. Electronics Technician
28. General Duty Nurse
29. General Office Clerk
30. Instrument Maker (Mechanical)
31. Insurance Salesman
32. Licensed Practical Nurse
33. Key Punch Operator
34. Machine Set-Up Operator
35. Machinist
36. Maintenance Mechanic
37. Meat Cutter
38. Medical Record Librarian (Registered)
39. Medical Technologist
40. Millwright (Industrial)
41. Nurse Aide
42. Office-Machine Serviceman
43. Offset Pressman
44. Oil Burner Installation and Serviceman
45. Painter (Construction)
46. Physical Therapist
47. Pipefitter (Construction)
48. Plumber (Construction
49. Programmer
50. Roofer

OCCUPATIONS

Superintendent of Documents
Washington, D. C. 20402

1. Occupations, Professions, and Job Descriptions
2. Education (pamphlet)
3. Counselor's Guide to Manpower Information
4. Manpower Requirements in Occupations (pamphlet)

PLANNING YOUR FUTURE

Public Relations Staff
General Motors
Detroit, Michigan 49202

1. Can I Get the Job? (pamphlet)
2. Can I Be an Office Worker? (pamphlet)
3. Can I Be an Engineer? (pamphlet)
4. The Retail Automobile Business--Sales, Service, Parts, Office Management (pamphlet)

General Information on Materials (continued)

AEROSPACE ENGINEER CAREERS

The American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, New York 10019

1. Your Career As an Aerospace Engineer
2. Names and Addresses of the Chairman of All 68 AIRR Sections
   (Information about a career in aeronautics and astronautics)

AGRICULTURAL CAREERS

American Society of Agricultural Engineers
Saint Joseph, Michigan 49085

1. Agricultural Engineering and You
2. Agricultural Engineering: The Profession with a Future
3. Engineering Careers in the World's Largest Industry
4. The Quest for Plenty
5. The Future Farmer: More Engineers Needed
6. Quest for Plenty: Engineer's Role
7. Wanted: More Women Engineers in Agricultural Engineering

California State Polytechnic College
San Luis Obispo, California 93401

1. The Scope of Agriculture (pamphlet)
2. School of Agriculture (pamphlet)
3. Careers in Agricultural Business Management (pamphlet)

AIR LINE PILOT CAREERS

Air Line Pilots Association
Munsey Building
1329 E Street, N. W.
Washington, D. C. 20004

Occupational Guide

ATOMIC ENERGY CAREERS

U. S. Atomic Energy Commission
Division of Technical Information

1. Careers in Atomic Energy (pamphlet)
2. The Understanding of the Atom Series (pamphlet)

General Information on Materials (continued)

CITY GOVERNMENT CAREERS
League of California Cities
Hotel Claremont Building
Berkeley, California 94705

1. Careers in California City Government (pamphlet)
2. Careers in California City Government (booklet)

CIVIL SERVICE CAREERS
United States Civil Service Commission
Washington, D. C.

1. Personal Qualifications Statement (application)
2. Federal Civil Service Announcements (pamphlet)
3. Best Opportunities for Federal Employment (pamphlet)
4. Stenographer, Typist, Clerk, and Office Machine Operator (examination)
5. Federal Job Information Centers (pamphlet)
6. Federal Jobs Overseas (pamphlet)
7. Lost in the Crowd (pamphlet)
8. Your First Job (pamphlet)
9. Register Card
10. Take a Giant Step: Go Government (pamphlet)
11. Working for the U. S. A. (pamphlet)
12. Certificate of Proficiency
13. United States Civil Service Commission

United States Civil Service Commission
San Francisco Region
450 Golden Gate Avenue (Box 36010)
San Francisco, California 94102

1. Prospect 71
2. Federal Employment Opportunity Directory: Scientists and Engineers
3. Federal Career Directory

DRY-CLEANING INDUSTRY CAREERS
909 Burlington Avenue
Silver Spring, Maryland 20910

Opportunity and a Future in the Dry Cleaning Industry (pamphlet)--not available in quantity

General Information on Materials (continued)

ENGINEERING CAREERS

Engineering Manpower Commission
345 East 47th Street
New York, New York 10017

1. Engineers' Council for Professional Development
2. American Society for Engineering Education
3. Can I Be an Engineer?
4. Can I Be a Technician?
5. The Road to Graduate School in Engineering
6. Engineering: A Challenge
7. You and Tomorrow . . .
8. Nuclear Engineering in Your Future
9. The Engineering Technician

FBI CAREERS

Federal Bureau of Investigation
United States Department of Justice
Washington, D. C. 20535

FBI Career Opportunities (pamphlet)

FEDERAL GOVERNMENT CAREERS

Federal Aviation Agency
Western Region Office
P. O. Box 90007 Airport Station
Los Angeles, California 90009

1. Federal Aviation Agency Area Offices (pamphlet)
2. Futures in the Government (pamphlet)
3. It's Your Move
4. Specialists Starting Salaries (pamphlet)
5. The Story of Air Traffic Control (pamphlet)
6. Getting Acquainted with Selected Federal Jobs (pamphlet)
7. FAA What It Is, What It Does (pamphlet)
8. Federal Employment (pamphlet)
9. Your First Job . . . (pamphlet)
10. Principles and Practices of College Placement and Recruitment (pamphlet)
11. A Picture Story of the FAA (pamphlet)
12. Go Government (pamphlet)
13. In These Hands . . . (pamphlet)

FUNERAL SERVICE CAREERS

San Francisco College of Mortuary Science
1450 Post Street
San Francisco 9, California

1. National Scholarships for Funeral Service, 1971
2. Funeral Service As a Vocation

(continued)

General Information on Materials (continued)

FUNERAL SERVICE CAREERS (continued)

National Foundation of Funeral Service
1600-1628 Central Street
Evanston, Illinois 60201

Mortuary Operation As a Career

GOVERNMENT CAREERS

United States Civil Service Commission
Los Angeles Area Office
851 South Broadway
Los Angeles, California 90014

1. Take a Giant Step: Go Government (pamphlet)
2. Your First Job . . . (pamphlet)
3. Lost in the Crowd (pamphlet)
4. Working for the USA (pamphlet)
5. Personal Qualifications Statement
6. "A Good Place to Start" (motion picture announcement on young people in the federal service)

HOTEL AND RESTAURANT CAREERS

Council on Hotel, Restaurant, and Restaurant Schools
1522 K Street, N. W.
Washington, D. C. 20005

1. Scholarships in Hotel and Restaurant Schools (pamphlet)
2. Directory of Hotel and Restaurant Schools (pamphlet)

MEDICAL ASSISTANT CAREERS

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

1. Winning Ways with Patients (pamphlet)
2. Announcement of Certification Examination (pamphlet)
3. Certification Examination for Medical Assistant--Administrative
4. Who, What, Where, Why of the California Medical Assistants Association
5. Maxine Williams Scholarship Fund (pamphlet)
6. Know This Emblem . . . (paper)
7. For All Busy Physicians (pamphlet)
8. Your Medical Assistant (paper)
9. Medical Assisting, Not Just a Job--a Career (paper)

NURSERY CAREERS

California Association of Nurserymen
1005 Eighth Street, Suite 303
Sacramento, California 95814

Your Career in the Nursery Industry

General Information on Materials (continued)

PODIATRY CAREERS

The American Podiatry Association
20 Chevy Chase Circle
Washington, D. C. 10015

1. Students: Consider a Career in Podiatry (pamphlet)
2. Students: Consider a Career in Podiatry (poster)

PUBLIC HEALTH CAREERS

American Medical Association
535 North Dearborn
Chicago, Illinois

1. Your Career in Public Health
2. The Public Health Nurse
3. Men, If You Want a Professional Career
4. Public Health Nursing
5. Radiological Health
6. Career Facts About Veterinary Medicine
7. The Professional Sanitarian
8. Vocational Information: Medical Laboratories
9. Hospital, a Haven of Health. . . and How to Keep It That Way
10. Professional Physical Therapist
11. School of Veterinary Medicine

RADIO CAREERS

Federal Communications Commission
Washington, D. C. 20554

Memo to All Young People Interested in Radio (papers)

TEACHING CAREERS

California Teachers' Association
Southern Section
1905 East Seventeenth Street
Santa Ana, California 92701

1. Join the Action (pamphlet) F.T.A.
2. Teacher: Builder of All Professions (pamphlet)
3. Your Future in a Great Profession (pamphlet)

VETERINARY MEDICINE

Southern California Veterinary Medical Association
8338 South Rosemead Boulevard
Pico Rivera, California 90660

Career Facts About Veterinary Medicine

TESTING MATERIALS THAT MAY BE APPLICABLE TO CAREER EDUCATION PROGRAMS

Administrative Manual, Pictorial Inventory of Occupational Training Interests, Golden West College

California Occupational Preference Survey, Educational and Industrial Testing Service

The Dailey Vocational Tests, John T. Dailey

Differential Aptitude Tests, Bennett and Associates

Examination in Typing, Thurstone

Gordon Occupational Check List

Gordon Personal Profile and Gordon Personal Inventory

Hail Occupational Orientation Inventory

Kuder General Interest Survey

Kuder Interest Inventory

Minnesota Vocational Interest Survey, Clark

Ohio Vocational Interest Survey

Orange County Priority Survey

Otis Employment Tests, Otis

SRA Vocational Planning Inventory, High School Prediction Program (8-10)

SRA Vocational Planning Inventory, Post-High School Prediction Program (11-13)

Self-Appraisal and Assessment Structure, Stan Ostrom

Study of Values, Allpost, Vernon, Lindgey Co.

Turse Clerical Aptitude Test

U. S. Department of Labor Interest Check List

Vocational Planning Inventory, SRA

Word Values Inventory, Super

CATALOGS THAT MAY BE USED FOR

LOCATING TESTING MATERIALS AND OTHER RELATED MATERIALS

Catalog of Standardized Tests and Related Services
Harcourt, Brace, World, Inc., Test Dept., 757 Third Avenue, New York, New York 10017

Catalog of Tests, Books, and Guidance and Instructional Materials
Educational Industrial Testing Service, San Diego, California 92107

Houghton-Mifflin Catalogue
777 California Avenue, Palo Alto, California 94304

Scholastic Testing Service Catalog
3910-12 Lindell Boulevard, St. Louis, Missouri 63108

SRA--Science Research Associates, Inc., Catalog
165 University Avenue, Room 201, Palo Alto, California 94301

Standardized Tests and Related Materials
The Bobbs-Merrill Co., Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268

APPENDIX

(Additional helpful guidance material
from sources outside of the District)

CAREER CLUSTERS

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media Occupations
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Services Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking-Related Occupations

These fifteen represent the entire world of work around which Career Education might be developed, as suggested by the United States Office of Education.

CAREER THEORIES PRESENTATION
BY
THOMAS JACOBSEN
SAN DIEGO COUNTY SCHOOLS

SUMMARY OF THE COMMON ELEMENTS IN THE DIFFERENT VOCATIONAL DEVELOPMENT THEORIES THAT CAN ASSIST YOU IN UNDERSTANDING THE PROCESS OF VOCATIONAL CHOICE AND DEVELOPMENT:

1. Vocational choice is a process rather than an event.
2. Vocational development consists of a series of stages.
3. The different stages can be identified.
4. Different personalities are attracted or repelled by certain occupational environments.
5. Needs both consciously and unconsciously affect vocational choice.
6. Accident plays a large role in vocational choice and development.
7. There is multipotentiality in both jobs and careers.
8. To some extent vocational choice is irreversible.
9. The self concept is influenced by contact with people and changes throughout life.
10. Success can have a decided effect on vocational choice and development.
11. An occupation has an effect on life style.
12. Vocational decision-making consists of many compromises between both the individual and the occupation.

COMMON PROBLEMS IN VOCATIONAL AND CAREER COUNSELING

Thomas Jacobsen

A. COMMON TYPES:

1. Centering Around ABILITY

a. Ability low, aspiration high
b. Special ability
c. High, general ability
d. Low ability

2. Centering Around INTERESTS

a. Many interests
b. "This" or "That"
c. The "unattainable"
d. Lack of interests

B. DEALING WITH ABILITY PROBLEMS:

1. Ability Low, Aspiration High

a. Events may take care of it. The wise counselor will attempt to guide the individual into and through those experiences which will lead client himself to arrive at his own conclusion and find his level.

b. The concept of exploration with various possibilities and opportunities available for "settling upon" an interest.

c. The semi-professional field; the junior college and the technical school.

d. The comparison with performance of others; gauging the likelihood of success.

e. Full information on what is really involved in an occupation and in the training for it.

f. A trial evidence that interest can be backed up by performance.

g. Insight into the genesis of the aspiration and the psychological nourishment which is keeping it going.

h. Referral to someone in the profession or business.

i. School tryouts; extracurricular tryouts.

j. The diversion to other interests and the enticement of other goals. Pride can be attached to new goals with new meaning.

k. Prestige tied up with this problem. A social influence

(continued)

Common Problems (continued)

1. Some special considerations:

   (1) This problem is: What I can do, versus what I want to do. The client may say, "I know I can do that kind of thing and earn a good living at it, but I really want to do this other thing."

   (2) Keep ambitions and abilities close together. Client needs to study thoroughly abilities as they relate to his interests and combine the two in a congruent way in a first step that is possible.

   (3) What the counselor does:

      (a) Deals with facts and interpretation of facts.
      (b) Takes problem out of realm of emotion into realm of reason; objectification.
      (c) Helps client understand attitudes, values, motivations.
      (d) Helps client see new meaning in situation.
      (e) Helps client establish a direction for action.
      (f) Helps him to get started in this direction.
      (g) Helps client to become more capable of dealing with own problems.

   (4) Most clients rationalize. Fundamental idea is to get beyond this to the real problem. The primary need is to analyze and interpret the data in order to arrive at a plan of feasible action.

2. Problem of Special Ability

   a. Utilize highest functional ability, if possible. If allied with interest, no problem.

   b. If not allied with interest or other factor, study best related outlet; compensation may be had through avocation.

   c. Training for special ability may be a problem.

   d. Interrelation with other factors must be considered.

3. Problem of High, General Ability

   a. Location of a strongest combination or cluster of favorable factors; interrelation of interest with ability; opportunity for training and eventual placement; existence of long-term opportunity; situational factors.

   b. Utilization of highest functional ability; social need should not be overlooked by the "high ability" person.

   c. Time factor; with suggestions for maturation of interest; exploration and information will be of great value.

(continued)

d. Motivation to use "high ability" to greatest possible extent may sometimes have to be supplied by counselor in the legitimate arousing of ambition.

e. Interest testing and improved appraisal of personal-social characteristics will help a great deal in this problem.

4. Problem of Low Ability

a. May not be problem, unless aspiration high.

b. Interest may be directed at a "low level" occupation within a general field (e.g., aviation) in which level of ability can be exercised while at the same time interest is satisfied through being affiliated with the main field of interest.

c. It may be found that many related factors--security, lack of responsibility, job satisfaction (factors which may actually appeal)--are present on the job which is actually congruent with individual's ability (see "Ability Low, Aspiration High" for other items).

C. DEALING WITH INTEREST PROBLEMS:

1. Many Interests:

a. Two types may display this problem:

(1) Normal, intelligent, ambitious type that may have a fair equipment in a number of different fields and doesn't know which ability to put to work.

(2) Habitually indecisive, timid, fearful.

Type one can be dealt with fairly well in regular course of interviewing, testing, and interpretation of factors. Interests can be inventoried, crystallized and client can develop a direction. Solution often arrives of itself, and client will reach it himself.

Type two: Emotional difficulties should be dealt with, if possible, possibly through nondirective counseling, but solution may come through arriving, with help of counselor, at some reasonably good decision, and through perseverance in a given direction, individual may become habituated into a stable interest.

b. Where no one ability is outstanding, interests may be scattered, making choice difficult.

c. Necessity may compel choice. Better to get started in some one, reasonably satisfactory direction.

(continued)

Common Problems (continued)

d. Two ways to resolve the issue:

(1) Testing and counseling
(2) Trial and exploration

e. Remember: No such thing as perfect vocational niche. Also: Interest can be cultivated and developed. Also: Something must be "given up"; some interests must be set aside and forgotten whenever any course of action is undertaken.

2. Problem of "This" or "That" Field:

a. Either choice may not be irrevocable. Suppose choice is made and turns out to be wrong. What of it? Experience gained is important.

b. Sometimes wise to delay the choice, to keep it open.

c. When two courses of action are delicately balanced, either may be all right.

It is possible to pause too long before choices of alternatives. There comes a time when it is necessary to act, to put one or the other alternative to the test.

3. Problems of the "Unattainable":

a. Sometimes young people are compelled to leave home to get outlets for their abilities.

b. Yet young people seem to overlook "first step" opportunities in their own backyards.

c. Some youth refuse to perceive local chances because obsessed with the "lure of the faraway."

d. Others are reluctant to take what may seem to be a detour, some kind of job somewhat off the main track of interest but which will earn them a livelihood and from which ultimately they may come back to the main track line of their interests.

e. Some fail to recognize a good "first step" because it seems so small and inconsequential in comparison to the final goal that fills their entire vision to the exclusion of the preliminary and intermediate steps.

f. "Lure of the faraway" may be an "escape mechanism" from the dullness and drabness of an unfriendly environment.

g. Give the facts about "the faraway"--take some of the glamour off it.

(continued)

h. Some taste of travel which will take the edge off the appetite for mere change.

i. Outlets and releases in other ways.

j. Avocations.

k. Dilution of the urge: Thus the would-be explorer at 15 may become a traveling salesman at 35.

l. Some special considerations:

(1) Attractions of the spectacular, the romantic, the adventurous, the glamorous may outweigh the realities: Romanticism versus Realism.

(2) We do not want to destroy the dreams of youth. Difficulty comes when the dreams are utterly disconnected from promise of performance.

(3) Check visions against reality: Let the performance from day-to-day provide an ever-firmer foundation for materialization of the aspiration.

(4) Questions to ask: What are the actual abilities? What are the number of opportunities? What chances do I have for training? Just why do I have these aspirations anyway?

4. Problem of Lack of Interest: Difference Between the "Wish" and the "Will"

a. Help the individual to find some feasible point or direction of interest.

b. Visit a school. Show the client an opportunity.

c. Choice of counselor: Much may depend on relationship between client and counselor.

5. Problem of Conflict with Parents' Wishes

a. Parents can be right.

b. Parents can be wrong.

c. Young person should become more sure of his ground. Investigate thoroughly the occupations in which interested; know the real facts. Be able to prove interest and ability. Be willing to make a fair trial of alternatives.

6. Problem of Conflict of Interest

a. By interviews and by interest inventorying, a fair picture of individual's pattern of interest can be obtained. He can then be presented with a kind of objective evidence that shows which of his conflicting interests is outstanding. This can then be correlated, through interpretation, toward a definite objective.

(continued)

b. By appraisal of aptitudes, a further view of the individual's equipment may be procured and correlated, together with other factors, toward a definite objective.

c. Results of tests, interviews, biographical data can be combined into an intelligent reasoned review looking toward a definite focus of interest and activity for the individual.

D. COUNSELING DEVICES AND PROCEDURE

1. Location of alternative possibilities in same general occupational field which may better satisfy an individual's ability level or pattern of interest (the principle of vertical levels within occupational fields).

2. Locating alternative possibilities in different occupational fields on the basis of similar functional requirements (the principle of horizontal relationships).

3. The disclosure and objectification of factual interpretation.

4. The review and evaluation of factors with the client.

5. Self-investigation and observation by the client; self-appraisal.

6. Trial and exploration.

7. Maturation of interest.

8. Fixation of responsibility in client.

9. Comparison with population.

10. Clarification of values and attitudes.

CAREERS AS THEY RELATE TO AGRICULTURAL SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
B.A. or above	Vocational Agricultural Teachers County Agent	Agriculture Broker Appraiser (Farm) Home Demonstration Agent	Agricultural Engineer Soil Scientist Veterinarian Ecologist Horticulturist Plant Physiologist	Agronomist County Agent Forester	University Teacher (Agriculture) Agricultural Journalist	
II H.S. plus Technical		Implement Dealer Realtor (Farm)	Plant Quarantine Inspector Farm Mechanic	Nurseryman Apiarist Floraculturist Dairy Tester		
III H.S. Graduate		Auctioneer	Butter Churner Butter Maker Cheese Maker Blacksmith Butter Grader	Landscape Gardener Farmer: Dairy Fruit General Grain Livestock Vegetable Herdsman Farmer, General		
IV Less Than H.S. Graduate	Agriculture Aide	Grain Sampler Grain and Elevator Worker	Butchers Butter Cutter Butter Wrapper Meat Curer Egg Grader Greenhouse Worker	Dairy Hands Farm Laborers Fire Guard		Lead Pony Boy

CAREERS AS THEY RELATE TO ART

Levels	Services	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
I B.A. or above	Histological Illustrator	Advertising Manager	Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer	Landscape Architect	Curator Art Editor Art Teacher	Creative Artist Painters Sculptors Designers-Stage Designers-Jewelry Ceramic Designer
II H.S. plus Technical		Art Appraiser Commercial Artist Floral Designer Jewelry Store Manager Art Dealer	Draftsman Die Designer Etcher, Hand Photoengraver Wood Engraver Architectural Modeler Delineator		Art Librarian	Advertising Lay-Out Designers-Clothes Millinery Testile Interior Decorator Greeting Card Illustrator
III H.S. Graduate	Caterer Cake Decorator	Art Auctioneer Buyer of Art Goods Display Man	Bookbinder Glass Blower Jewelers Lithographers Sign Painter			Drapers Illustrators Photographer Cartoonist Mannequin Colorer Hand Grainer
IV Less than H.S. Graduate	Wardrobe Mistress Art Gallery Guard	Stone Carver Gift Wrapper		Landscape Gardener		Animator Artist Show Card Writer Plaque Maker Craft Worker

CAREERS AS THEY RELATE TO BUSINESS AND DISTRIBUTIVE FIELD

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Employment Manager Personnel Manager Office	C.P.A. Broker Auditor Controller Credit Manager Office Manager Sales Manager Market Specialist Accountant Banker	Telephone Engineer Data Processing Systems Analyst System Engineer		College Teacher Commercial High School Teacher Journalist	
II H.S. plus Technical		Purchasing Agent Secretary Paymaster Bank Teller Salesman Department Store Buyer	Contractor-General Medical Records Librarian		Law Clerk	
III H. S. Graduate	Telegrapher Telegraph Agent Railroad Conductor Postal Worker Telephone Operator	Bookkeeper Cashier Stenographer Credit Clerk Sales Clerk Office Worker Station Agent Dispatcher Typist Billing Machine Operator Receptionist File Clerk	Tabulating Machine Operator Programmer			

CAREERS AS THEY RELATE TO BUSINESS AND DISTRIBUTIVE FIELD (continued)

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate	Census Taker Rural Mail Carrier Elevator Operator	Stock Clerk Multigraph Operator Messenger Boys Collector Office Boy		House to House Salesman		

CAREERS AS THEY RELATE TO ENGLISH AND LANGUAGE ARTS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Reading Specialist Speech Therapist	Advertising Manager Public Relations Sales Engineer Traffic Manager	Technical Writer	Sports Writer	Lawyers Editor Clergyman English and Language Art Teacher Foreign Correspondent Tutor Journalist	Lecturer Author Continuity Writer Actor Dramatic Critic Scenario Writer
II H.S. plus Technical	Interpreter Translator	Retail Manager Salesman Sales Person Secretary	Cryptographer		Radio Announcer Reporter Librarian	Script Writer
III H.S. Graduate	Customs Inspector Immigration Inspector	Auctioneer Demonstrator Buyer Floorwalker Sales Clerks Foreign Exchange Clerk Stenographers	Telephone Operator Printer			Copy-writer
IV Less than H.S. Graduate	Hostess Usher				Proofreader	

CAREERS AS THEY RELATE TO FOREIGN LANGUAGES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Diplomat Curator Missionary	Tour Conductor Commercial Attache Branch Manager Airways Corp.	Translator of Technical Writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist		College Language Teacher Writer Foreign Language Paper Foreign Correspondent High School Language Teacher	Opera Singer Critic Actor
II H.S. plus Technical	Language Librarian Steward or Stewardess Receptionist	Dealer Foreign Books Secretary Bilingual Travel Bureau Manager Foreign Service Worker Fashion Buyer	Wireless Operator Researcher		Brodcaster	Art Collector
III H.S. Graduate	Interpreter Translator Customs Inspector Traveling Companion	Foreign Clerk Foreign Collection Clerk Exporter Importer		Policeman		

CAREERS AS THEY RELATE TO FOREIGN LANGUAGES (continued)

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate	Hotel Worker	Hotel Clerk Armed Forces Merchant Marine Information Aide Courier		Taxi Driver		

CAREERS AS THEY RELATE TO HOME ECONOMICS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Homemaker	Home Demonstration Agent Journalism Institution Manager Test Kitchen Worker Extension Service Specialist	Dietitian Food Chemist Research Worker Registered Nurse		Homemaker College Teacher Home Economics Teacher Occupational Therapist Youth Group Advisor Public Health	
II H.S. plus Technical	Homemaker Air Stewardess Chef Practical Nurse	Food Salesman	Meat and Dairy Inspector		Homemaker	Fashion Designer Textile Designer Interior Decorator
III H.S. Graduate	Homemaker Barber Beautician Caterer Head Waiter Alteration Seamstress in Dept. Store		Dressmaker Tailor Upholsterer Candy Maker		Homemaker	Cake Decorator Bon Bon Maker
IV Less than H. S. Graduate	Homemaker Butler Cooks Nurse Maid Bus Boy Chambermaid Wardrobe Mistress Waiter Nurses Aide	Comparison Shopper	Baker Butcher Dry Cleaner Hands Garment Inspector Garment Maker-Factory		Homemaker	Head Embroiderer

CAREERS AS THEY RELATE TO INDUSTRIAL EDUCATION

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above		Sales Engineer	Mechanical Engineer Electrical Engineer Aero-Engineer Air-Conditioning Engineer Automotive Engineer Ceramic Engineer Civil Engineer Industrial Chemist		Editor of Industrial Publications Reporter of Industrial Publications Teacher of Industrial Publications Writer of Industrial Publications	Architects Artist
II H.S. plus Technical	Radio and TV Repairman	Contractor Building Trades	Technician Airplane Pilot Factory Foreman Boiler Inspector Radio Operator Die Designer Draftsman		Vocational Instructor Printer	
III H,S, Graduate		Telephone Inspector	Machinist Airplane Mechanic Blacksmith Boilermaker Bookbinder Bricklayer Cabinetmaker Carpenter Welder	Crane Operator Oil Well Driller Lineman Operating Engineer	Linotype Operator Compositor	Photographer

CAREERS AS THEY RELATE TO INDUSTRIAL EDUCATION (continued)

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
	Bus Driver Chauffeur Dray Man Truck Driver Custodian Building Cleaner Maintenance Man	Multigraph Operator	Armature Winder Assembler Babbitter Blast Furnace Blower Brake Adjuster Leather Worker Airplane Cleaner Blaster Machnine Operator	Lumber Inspector Tractor Driver Stationary Engineer		Photo-Technician

CAREERS AS THEY RELATE TO MATHEMATICS

Levels	Science	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Corp. Statement Analyst Reorganization Advisor Tax Expert Marketing Expert Psychometrist	Investment Advisor Banker System Analyst Computer Programmer Econometrician Bursar Accountant, Public Statistician Actuary	Astronomer Physicist Mathematician Engineer, Electrical, etc. Research	Navigation Civil Engineer	Economist Teacher Mathematics Sociometrician	Architect
II H.S. plus Technical	Tax Collector Airplane Inspector	Collection Manager Appraiser Auditor Bank Examiner Office Manager Sales Manager	Contractor Machine Designer Radio Operator Draftsman Tool Designer Optometrist	Surveyor		Motion Pictures (Audio)
III H.S..Graduate	Assessor Actuarial Assistant	Statistical Clerk Cashier Bookkeeper Ticket Agent Broker's Clerk Cost Clerk Budget Clerk Secretary to Accountant Teller Billing Clerk	Tool Maker			

CAREERS AS THEY RELATE TO MATHEMATICS (continued)

Level	Service	Business Clerical and Sales	Science and TEchnology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate	Machine	Card Punch Operator Computing Machine Operator Sales Clerk				

CAREERS AS THEY RELATE TO MUSIC

Level	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
I B.A. or above		Impressario Music Store Manager			College Music Teacher High School Music Teacher	Composer Chorus Master Conductor Choir Master Music Critic Concert Master Opera Singer Orchestrator
II H.S. plus Technical		Salesman, Music and Musical Instruments			Music Teacher Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III H.S. Graduate		Sales Clerk, Music Store	Musical Instrument Repairman Organ Tuner Violin Maker Violin Repairman			Instrument Musician
IV Less than H.S. Graduate						Stage Hands

Note: For other health careers, see SCIENCE.

CAREERS AS THEY RELATE TO PHYSICAL EDUCATION AND HEALTH

Levels	Science	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	School Nurse Camp Director Community Recreation Leader Health Education Leader Playground Director Athletic Trainer		Physical Therapist Research Physiological Sanitary Engineer Recreation Therapist Occupational Therapist Hospital Rehabilitation	Park Supervisor	Teacher Phy. Ed. Sports Columnist Sports Editor Sports Announcer Sports Writer	College Athletic Coach High School Athletic Coach Sports Cartoonist
II H.S. plus Technical	Playground Worker	Sporting Goods Store Manager Salesman	Golf Club Maker			Aerialist Choreographer Dancer Dancing Master Professional Athlete
III H.S. Graduate	Community Center Worker Athletic Manager Time Keeper Umpire Golf Course Ranger Lifeguard Masseur Referee Camp Counselor			Green's Keeper		
IV Less than H.S. Graduate	Caddie Recreation Facility Attendant			Hunting and Fishing Guide		

CAREERS AS THEY RELATE TO SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Occupational Therapist Psychologist Psychiatrist Dietitian	Sales Engineer Mfg. Electronic Equipment	Anthropologist Chemist Medical Technologist Astronautic Engineer Physicist Engineer Mathematician Physician Biologist Botanist Veterinarian Pharmacist Nurse Dentist Chiropractor	Agronomist Wildlife Specialist Range Management Specialist Horticulturist County Agent Landscape Architect	Curator Science Teacher Phy. Ed. Teacher	
II H.S. plus Technical	Mortician	Pharmaceutical Salesman Medical Secretary Chemical Secretary Salesman, Scientific Supplies and Equipment	Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Weather Observer Practical Nurse Embalmer	Floriculturist Nurseryman Tree Surgeon Fish Culturist Soil Conservation		Botanical Artist
III H.S. Graduate	Masseur		Taxidermist Glass Blower Dry Cleaner Textile Technician Lab. Technician	Landscape Gardener Poultryman Truck Gardener Apiarist		

CAREERS AS THEY RELATE TO SCIENCE (continued)

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate			Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide	Lumber Inspector Nursery Employees		Animal Trainer Photographic Technician

CAREERS AS THEY RELATE TO SOCIAL STUDIES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I H.S. or above	Social Worker Psychologist F.B.I. Agent Counselor YMCA Secretary Clergyman	Government Official Industrial Executives Economist Market Analyst Buyers Arbitrator	Archaeologist Paleontologist Anthropologist		Judges Lawyers Philologist Editor Sociologist News Commentator Reporter Librarian	Museum Curators Historian (Dramatic arts)
II H.S. plus Technical	Police Sergeant Detective Sheriff Employment Interviewer	Union Official Bank Teller Salesmen Wholesaler Retailer			Justice of the Peace Law Clerks Radio Announcers	Tour Conductor Travel Bureau Director Cartoonist
III H.S. Graduate	Policemen Religious Workers Bus Drivers	Floor Walkers Interviewers (Poll) House Canvassers and Agents			Library Assistant	Museum Guide
IV Less than H. S. Graduate	Train Porters Taxi Drivers Bellhops Elevator Operators Usher	Peddlers Newspaper Boy			Library Page Copy Boy	

37117

THE COUNSELOR AS A CAREER INFORMATION RESOURCE PERSON TO THE CLASSROOM TEACHER

Robert J. Swan
California State College, Long Beach

INTRODUCTION

Integrating career information into the curriculum is not a new or a unique idea. Some subject areas have been doing it for years. However, the pressing need to do much more of this practice because of the quantity of information, and at the same time to do a quality job if the student is going to gain from the information, is a challenge which most high schools have barely met. Teachers are reluctant to assume responsibility for career information other than their own teaching subject because they feel that they lack sufficient knowledge and experience in the career guidance field. The counselor needs to become the catalyst for action as well as the consultant to form a continuing base of materials and teaching resources in career information.

COUNSELOR'S ROLE

... Help the teacher in the implementation of career information in his program.
... Provide the teacher with career information and materials.
... Serve as liaison between the school and the community in the use of career information.

TEACHER'S ROLE

... To provide experiences which will enable students to gain a fuller awareness of the career avenues growing out of the particular subject, and the nature of the role played by workers in these occupations.
... To contribute to the student's testing of reality by showing the relationship between the requirements of these careers and the education or training needed to meet them.
... To develop attitudes of respect for and appreciation of the social usefulness of all types and levels of work to which the subject may lead.

IDEAS AND SUGGESTIONS

The suggestions below are mere seeds which need to sprout and grow in the activities of creative teachers. Such teachers realize the tremendous importance and complexity of a career decision today. They also know their own subject matter field well enough to be able to give the field meaning in the work-a-day world.

The suggestions are not in any priority order. For these seeds to sprout and grow, the counselor needs to help with materials, methods, and moral support.

(continued)

1. The counselor needs to gather a file of local people in various occupations so that teachers can use this as a ready reference in regard to career exploration activities in their classes. This could be student-gathered and student-run quite handily. Service clubs of the community are usually a good initial source from which to draw such people. Also, a person can be tried and rated, so to speak, by the teacher and class. If he does not meet the standard, he can be culled from the list. One needs to be careful to get all occupational levels, and this probably can best be done by the students rather than the faculty in terms of the contacts the latter can make.

2. Another resource pool should be films and film strips relating to different occupations. Again, teachers can use these within their classroom. Not only a list of films should be made available as to the various subject areas and career possibilities, but means should be developed where the teacher can obtain them whether from a district film library, a county library, or outside libraries.

3. The teacher should also have available a mini-career library relating to the possibility of jobs in terms of the subject matter being taught. This also could be done on a departmental level and built over a period of time with the help of the Guidance Office. The important thing is that it be available to students in the classrooms, not in a vocational file isolated from student traffic.

4. Another idea is to feature a department of the month within the school. There could be all sorts of activities in regard to that department and its relationship with the working world. For example, there might be a major display in the school display case created by the Art Department. There could be a major story featuring that department in the school newspaper. There could be regular programs given during that month, whether before school, during activity period, after school, or in assemblies, featuring people who might have graduated from that high school who are within occupations to which this particular department contributes. Again, the appeal here is to people who are teaching their own subject matter area. If they are proud of it and believe in it, they'll do a lot of work to show the students possibilities within that area.

5. Mini-courses have been tried in some schools. These are courses that concentrate on the career possibilities of a particular area; for example, Home Economics. In this case, the Home Economics Department ran a series of programs after school showing career possibilities, such as fashion, interior design, quantity cookery, chef work, personal care such as cosmetologist, etc. It proved to be most popular.

6. Mini-units might be tried within subject matter courses. For example, a class period might be spent on the career possibilities within electricity in physics or industrial arts. If interested, the student then could look into specifics in the Guidance Office. This can be done in most subjects. It is a good starter with teachers who are hesitant in presenting career information because of their feeling of lack of background.

(continued)

7. There are a number of school clubs that follow a career line today, such as Future Teachers, Future Homemakers, Future Nurses, Explorer Scouts, etc. Sponsoring such clubs within a school can fill a real need to students who feel that they have a definite career interest. It gives them a real chance for exploration and at the same time they can be informing other segments of the student body.

8. Field trips are usually cursory in the way they are handled at most schools. To make a field trip a quality one in the sense of career guidance, a lot of ground work must be done. For example, if it is a tour of a local plant or business, the tour director of that plant or business needs to be oriented by the counselor in order to give the type of information that is needed to inform students on career goals. It shouldn't be a tour to publicize the particular business. One school, because it could not afford bus trips, investigated the idea of walking field trips. These were tried within the business neighborhood of that school. They extended from one to two class periods. It was found that the businesses were most cooperative, and through an advance orientation by the counselor, provided excellent information in terms of description of jobs and in terms of employment requirements for the students of that school. The businesses seemed to see it as a public relations gesture to the student body. The students' needs were satisfied in the career area. Both seemed happy with the arrangement.

9. There is the area of specific classroom activities. For example, when one deals with news media. The newspaper or magazines are a rich resource in regard to career possibilities. Any front page of a newspaper examined by students can produce a number of job labels and titles which can be investigated. The ads do this also, especially the want ads in regard to employment. This media can provide a real stimulation for creative activity.

10. Actual units in regard to careers are offered in many schools. However, they are usually fragmented and the feeling that they have to relate to the particular subject matter field is such that many times they lose the quality of instruction that could be had if there wasn't this feeling. For example, an area that is commonly utilized for a unit is English. This is done because certain skills can be developed within that area, such as speaking, writing, and reading skills. For example, the autobiography unit can be built around the careers of various people; the writing can be done by researching a particular occupation. The speaking skills can be demonstrated in panel discussions of important employment questions, such as "Are women treated fairly in the labor market?" Another subject that is commonly utilized is social studies. There are possibilities in geography, history, civics, or social problems. Many different career slants can be taken if the teacher is interested and if the counselor is interested in acting as a consultant.

11. Actual career units or courses are offered in some high schools, usually at the early high-school level. However, one major drawback is the fact that the school feels that it fulfills its obligation with that, and there is no continuity in terms of information and experiences. The follow-up tends to be small, and the initial impact is lost as the student continues to examine himself and the labor market.

These are only a few suggestions in terms of the possibilities of how the classroom and the teacher can be utilized in career information and experiences. Feel free to add your own.

SOME THOUGHTS ON CAREER DEVELOPMENT

Robert J. Swan
California State College, Long Beach
1972

Research on careers has established that career decision is a process, not an event, and may occur a number of times in a person's lifetime. There are more crucial decision-making points, of course, such as entering high school, leaving high school, leaving college or other advanced training, joining the Armed Forces, leaving the Armed Forces, etc.

However, taken in a long-term context, these are career decision events which make up the career development process:

For an individual in our American culture with the freedom of career choice possible, decision-making skills in regard to career choice become a must, as pictured in the diagram above. However, most of us have picked up what skills we possess as by-products of the decisions we have been forced to make. In other words, these skills have been accumulated in a helter-skelter fashion, and if examined systematically, might appear to have many loopholes. They may have a "personal fit" but be quite distant from reality such as the labor market.

Because we have this freedom of career choice, and because we are practicing it continuously, both in the real world and in our dream world, career decision skills are especially important in the career recycling process. Otherwise we easily can "fence ourselves in" by decisions which are faulty because of our own lack of information about careers and/or about ourselves.

Career decision skills, which can be utilized by the individual in a systematic manner, are the goal of career guidance.

(continued)

What are the chief elements which contribute to a realistic career decision process? In the diagram, the reader will note three other segments of the career-planning "pie."

Career information and self-exploration are common starting points for all of us. As individuals, we incidentally, but regularly, pick up bits and pieces of information in these two areas which we integrate into many unique patterns--some realistically fitting, and some that are quite ill-fitting. In regard to self-exploration, these areas of information include abilities, interests, and values.

The informal input is daily--from family, school, friends, church, and T.V. Since so much of the information can be incorrect about careers and self, therefore misleading, cannot more systematic ways be evolved to help make the ever-changing picture for the individual a more realistic one?

The dispensing of career information from the school's standpoint has been at the high-school level, near the point of entrance to the world of work. This is much too late if the assumption is accepted that career decision-making is a process and not an event. In addition, the dispensing of this information, at the high school, community college, and four-year college level, has been largely haphazard. Take a random sample of students at any of these levels, and the preponderant evidence is how ignorant they are in regard to career information. And their future is so many times based on their ignorance.

To dispense reliable, accurate, up-to-date career information is a tremendous task in itself in our fast-paced culture. How about a somewhat realistic picture of self? This even grows more complicated with feelings and attitudes generated through one's life span.

However, each individual must answer to two important questions in the growth process. The first is identity--Who am I? The second is direction--Where am I going? This growth process is life long. Experiences change the answers continuously. For example, what about the unemployed aerospace professional at the age of 40?

In the career-planning process, an individual can enter the "pie" in the areas of career information and self-exploration at any point and at many levels of sophistication. How does he bring these innumerable loose ends into focus? And when?

Integration begins when the child starts sizing-up careers as related to himself. This happens at the pre-school level. For example, after hearing a siren, "I want to be a fireman!" An example of the more formal approach to integration in the career-planning process is a junior high school student planning his senior high program. The process is more formal because there may be outside information to help him, such as tests in regard to abilities, tests and grades in regard to achievement, inventories in regard to interests, experiences in regard to personal strengths and weaknesses. The integration can be more formalized through both group participation (units) and individual reaction (with counselor, parents, teachers). The integration process is not a singular event. A person must go through it again and again, such as informally (as with one's peers) and formally (with a counselor). In gaining the insights needed for the uniqueness of his own self-direction, he is also learning career-decision skills so that he can become more knowledgeably independent in the decision-making process.

(continued)

In summary, no pieces of the "pie" can be missing in career planning. A person can enter in at any point, but must select pieces from every quarter if he is to grow in his career-decision prowess. His sampling of the pie should be frequent, and our society should provide more formal, systematic means so that an individual can return at increased levels of sophistication.

CAREER GUIDANCE SPECIALIST MODEL

Robert J. Swan
California State College, Long Beach
1972

NEED FOR NEW MODEL

The freedom to make one's own career choice in America is considered inviolate. It is the key to climbing the ladder of social and economic betterment. Yet, the restrictions on this choice are numerous, and the freedom of choice becomes a myth for many. In addition, the constantly changing scene of needs of the job world presents demands that a free-choice system is hard put to meet. If we consider career choice as a sacred right, increased efficiency for the system and increased satisfaction for the individual must be found.

Guidance, especially secondary school guidance, has emerged from the vocational guidance movement. That the school should train and help place individuals in the economy has been an accepted fact for years. The raison d'etre of counselors has been largely based on this vocational guidance role from the standpoint of the general public. Supposedly, school counselors are "experts" in the present system of fulfilling job needs through individual choice. However, counselor certification requirements in most states reveal one required course in the area of career guidance. How woefully inadequate is this preparation! Actual activity in the career area by the counselor becomes subservient to clerical and pseudo administrative roles. The constant excuse by the counselor for the lack of career guidance is "No Time." This is largely a facade for the lack of knowledge and skill by the counselor in this area. Time becomes available for important things. Career guidance is not important in the eyes of most counselors; they have not been trained in its importance. However, the students feel it is important. In a 1969 study in Orange County, California, 6,500 twelfth graders were polled in regard to the importance of career planning. Three out of four said that they needed help and had not received it.

MODEL

Career guidance is defined here as programs which promote career development in individuals. Career development is defined here as the continuous process of self-development over the individual's life span through education, work, and leisure.

Career guidance is considered only part of the counselor's role by most counselor educators. This role confusion concerning career guidance has been a subject of discussion for years. Career guidance is constantly mentioned but usually is not developed in any effective sense. The question arises, Can every counselor be a career specialist? The writer thinks this cannot be true. Most school counseling staffs already specialize in career information. However, this specialization is very narrow. The result is that no student has access to the array of information he needs, and no one counselor has the time to develop the global informational program that the student body needs as a whole.

The following model is predicated on the fact that there will continue to be general practitioner counselors present in the school. These counselors are central to the whole scheme.

(continued)

They carry the same student load for several years and know the student best. They are the ones who can help the student integrate into his self concept the career information he has obtained from school, home, and community sources. However, these sources have not been systematically developed to the advantage of students. Much of the information available is in the form of folklore and stereotypes, and most of the rest is badly outdated. The rapid pace of change makes it imperative that expert help be available in the areas of career information, vocational development, and decision-making. This help is needed by counselors, teachers, parents, and the students themselves.

The career-guidance specialist need not necessarily emerge from the counselor ranks. He must possess a broad enough background to assimilate the many nuances of the working world; he must possess leadership qualities because he must constantly sell the importance of career development to the many audiences a school or college serves; and he must have the aptitude to learn the necessary management skills to coordinate the multiple facets of a career-guidance program.

The career-guidance specialist would be the expert in career development, career information, and career training opportunities. The career-guidance specialist would not carry a regular student or teaching load but be the consultant to the pupil personnel staff, work experience coordinators, and the faculty of the school itself. He would also be the liaison person between school and community in regard to career information and guidance. He would emphasize building career guidance into the important position it deserves within the school's curriculum. This particular model is as important in the community colleges as it is in the high schools. For example, in one junior college in Orange County last year, 58% of the freshman students dropped out without adequate preparation for the working world.

It would be the responsibility of the high school career guidance specialist to extend the career information program to the feeder junior high schools and elementary schools. His goal would be a systematic program in the presentation of career information to students. Along with this presentation would be helping the student develop planning and decision-making skills to face a working world of constant change.

CAREER GUIDANCE SPECIALIST MODEL

Robert J. Swan
California State College, Long Beach
1972

INFORMATION RESOURCE

To direct a Career Guidance Center serving students and faculty with audio, visual, and printed materials and information systems for career and training opportunities.

LIAISON PERSON

To bring the community into the school with career and training information and to bring the school to the community with career exploration and work experience programs, field trips, career demonstrations, and individual visits.

EVALUATOR

To monitor current trends in the labor market and on social and educational issues as they focus upon changing career patterns. To evaluate on-going programs in terms of change, and assist staff in adopting the career education programs which can meet current demands.

CONSULTANT

To consult and in-service train with counselors, work experience coordinators, and faculty in developing multiple ways of dispensing career information, in instructing concerning the facts of career development and career decision-making, and in helping students realistically integrate such information into their self concepts.

CATALYST (FACILITATOR)

To facilitate more effective involvement of professional staff at the elementary, secondary, and higher educational levels in systematically introducing into the curriculum career information and self-exploration through units, courses, and mini-courses. Included would be maximal provision for student exploration, planning, and decision-making.

WHERE ARE THE JOBS FOR EVERYONE?

Morris Sturzberg

With all the emphasis being placed on the necessity for everyone to "go to college," little consideration has been given to whether there are enough suitable jobs for the increasing numbers of college graduates. According to the latest information from the Bureau of Labor Statistics, of the more than 80 million persons gainfully employed in the United States, only 11 percent work in occupations requiring a college degree. Some of these occupations are those of doctor, lawyer, teacher, accountant, engineer, and members of the clergy.

During 1969, more than 53 percent of our youth were in the process of receiving a college education; in the next few years, according to educators, this figure will increase to more than 65 percent. If our total employment needs require college graduates for only 11 percent of the known occupations, where is the excess number of college graduates going to find suitable employment? At the present time, there is an overabundance of Ph.D.'s on the labor market, and many of these graduates are finding it extremely difficult to obtain employment commensurate with what they think their educational backgrounds demand.

One of the anachronisms of our present system of education is the unwritten code that assigns superior status to college education, a status which is not accorded any other type of education, such as in technical, commercial, business, sales, mechanical, and industrial skills. This unwritten code is an old tradition and is no longer relevant. It is time for us to realize that all forms of education merit equal status.

The labor problems of the past decade have made clear that each occupation has a role in our daily living, our health, and our economy. We have also been made aware that the benefits received by persons in occupations that do not require a college education in many instances not only equal but exceed the benefits received by persons working in occupations requiring a college degree. Many of these jobs pay high salaries and have excellent fringe benefits that include job security; extra pay schedule for overtime; long vacations; life, accident, and health insurance; excellent working conditions; and early retirement at half pay. Many of our college graduates work on jobs that do not provide all these benefits.

Recent data from the Bureau of Labor Statistics indicate that approximately 89 percent of the present number of employed persons work in the following general types of occupations that do not require a college degree.

1. Fourteen percent in jobs for which a post-high school education and/or apprentice training from 6 months to 2 years is required. Some of these occupations are in the engineering, science, and medical technologies; electrical and electronic maintenance and service; automotive and aeronautical maintenance and service; building trades; highway construction and maintenance; graphic arts; and health services.

2. Fifteen percent in jobs for which a high-school education is generally required. Some of these occupations are clerical and related office procedures, professional related services, public service, sales, building trades, highway construction, automotive driving, mechanical repair, and hotel service.

(continued)

3. Thirty percent in jobs for which high-school education is preferred but not essential. Some of these occupations are clerical procedures, personal service, government service, health service, food service, machine operation, manual operation, hotel service, building trades, and railroad operation.

4. Thirty percent in jobs that are not classified. Some of these occupations are military services; elected and appointed officials in all branches of federal, state, and local governments; and general labor requiring no particular skill or education.

Changes in the outmoded curriculums and unrealistic standards for all pupils in our present educational systems are long overdue. It is time to bring our educational programs in line with present-day demands. We must "tell it like it really is."

Equal education does not mean that everyone must receive the same type of education, but that everyone is entitled to the opportunity to select the type of education he desires and is capable of absorbing commensurate with his learning ability. In order to be successful in adult life, it is not necessary that one obtain excellent marks in every phase of knowledge. It is not necessary that an auto mechanic excel in mathematics or English, nor an accountant be well versed in history or geography, nor a secretary be knowledgeable in law or a foreign language (except in the case of secretarial work in a law firm or in a bilingual agency, for example).

It is also unrealistic and misleading to assign a superior status to college graduates, for, as stated earlier, all jobs are important and essential to the economic and cultural health and growth of our country. Students should be made aware that many jobs other than those requiring a college degree pay good salaries, have excellent fringe benefits, and present opportunities for advancement. Thousands of new jobs have been created by modern technology during the past decade, and new jobs are continually being created. At present, consider all the new jobs that will be created in the various branches of the rapidly growing fields of ecology, medical and paramedical technology, plastics, and electromechanics.

To meet the needs of our constantly changing job requirements, it is no longer feasible to have the curriculums in our educational institutions dictated by the uninformed demands of representatives from academic colleges, teachers colleges, politicians, and parent organizations. Rather, representatives from business, industry, commerce, trade unions, government, and the professions, in cooperation with educators, should take an active part in formulating curriculums and standards to meet the needs of our changing times. They should also inform students and parents as to where various job opportunities are in their particular fields of employment.

By attacking the problem at the local level, as well as at state and national levels, we can begin to change the traditional outlook and identify the new and emerging jobs for everyone.

[Quoted from HIGHLIGHTS, a publication of the State Education Department, Bureau of Guidance, Albany, New York, from an editorial by Morris Slurzberg which appeared in the April/May, 1970, Technical Education News.]